

Break

Festival fare

It, as I do, you like kids and if, as I do, you like music, then the National Festival of Music for Youth is a very rich dish indeed. What it is, in fact, is a celebration of those children who have lowered their hands, got stuck in and done the right thing—the total antithesis, as it were, of a conference about disruptive adolescents. For a long weekend the Fairfield Halls become a special school unit for well-adjusted youngsters.

When I go to the festival my aim is to make some friends—to meet up with children, parents and teachers and to keep in touch with them through the day. As I arrived on the Sunday morning, the school orchestra were blocking in at the reception desk—always a rather fraught business when you are encircled with large instruments. "Gamin, don't leave your bass there, love, it's in the way."

A little later I found in the canteen four girls from Aberystwyth, waiting to take part in the class for Junior Instrumental ensembles. Gaynor Lloyd, Llin Millward, Gwenna Jones and Angharad Davies, their very names in Celtic celebration, are of 10 and various features—each of a different kind, being carefully estimated and put to me.

Their preferred language was Welsh—they came, in fact, from the Welsh school in Aberystwyth—and it was a fascinating surprise to see them occasionally stuck for an English word. "Audition" for example, had them foxed until I helped them out. Their teacher, they said, was Mr. ARRRWYN Jones—enunciated with vigorously rolled Rs. ARRRWYN, it transpired, was a composer, portly violin teacher who had decided to put these four together to make a violin quartet.

The role of the portly teacher in schools music and, indeed in the National Festival, is decidedly underplayed. It is not under-valued, however, were run by your actual chalk-face primary teachers, which probably explains why I like the class so much. Upstairs in one of the rehearsal rooms I found a group from Nazareth House primary school in Derry, Northern Ireland. You can never see and talk to children from Northern Irish cities without experiencing a pang of emotion, though their teachers were unanimous in their mission to let people see a different side of Derry.

Across the room were children

with what looked like little cellos with frets. "Ah," I thought, "little cellos with frets!" What they really were, of course, was tenor violas, being played by members of St Paul's primary school early music group.

There was an example of a principle which I think underpins the whole of the festival. It is that each and every really successful music group, particularly at junior level, is masterminded by a dedicated and enthusiastic—if not obsessed—teacher. The St Paul's group is run by Rosamary Fleet, herself a viol player and early music buff. Against all obstacles of expense and early doubt she has put together a recorder and viol consort of exceptional quality by any standards—a triumphant vindication of the body of opinion which says that children are capable of anything given the right teaching.

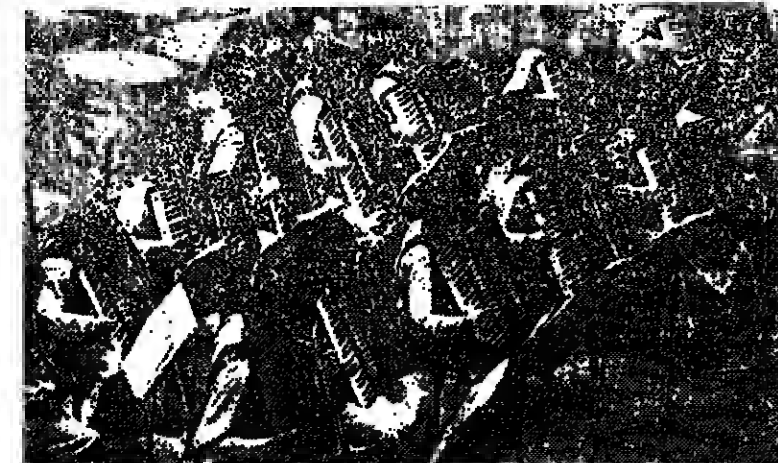
Viol acoustics

Rosamary Fleet was worried about the acoustics in the hall. Viola, after all, pre-date the notion of the big public concert, and it was their very deficiency in large halls which led to their eclipse by the louder, less subtle violin family.

The first group on in the junior class was the Elmwood steel band, playing almost on their home ground. I was interested to see that Russell Henderson, the director, has absorbed the conducting lull of the steel band, which says that if there is nothing to do, then you stand there and do nothing, aside from the occasional twitch of the eyebrows or underplayed flourish of the kneecap. It is all, as they say, rather laid back.

The striking thing about the Long Ridings Junior school orchestra—apart from the mellifluous and seductive sound which they made—was the number of children taking part. There were about 40 by my count, representing, as I discovered later, something like a quarter of the school. The other striking thing was that the children kept walking around to play different instruments, the general effect being one of a well-oiled and well-tuned orchestra.

What the story of Michael Timms does—and this is what justifies my telling it—is give hope and encouragement to those teachers who feel their own careers threatened by the onset of disability. Still a classroom general subjects teacher, he has, with the support of colleagues and parents also specialised



Jenny's Accordionists of Colchester received a highly commended award.

in music throughout his school and has put together what is probably the best junior school orchestra in the land. Its sound is quite distinctive and owes much to his own interest in jazz. Significantly, the orchestration is done on Saturday mornings, by groups of children who go round to his house in the town to rehearse. Here is evidence of a teacher whose efforts are being appreciated and repaid by the children.

As one of the other teachers put it, "If you get a good member of staff, the kids will gravitate towards him. They know they can put up with anything, whereas you can't, perhaps, be taken in by words."

Malcolm Timms has a simple explanation for his success: "Enjoyment," he said. "They work hard and they enjoy it." You can tell they do just that.

The corollary of this dependence upon the enthusiastic teacher is that if he or she leaves, the whole thing may fall to bits. More than one teacher told me of tales of thriving groups which had vanished overnight with a change of staff. For myself, I feel I have to accept it. School life goes in cycles, and when the orchestra declines, perhaps the Indian folk dance group will thrive. It is certainly a mistake to expect another teacher to take up just where the old one left off.

This whole field is very dependent upon personal and often idiosyncratic commitment. One teacher who is leaving is Maureen Brase of St Dominic's infant school in North London. After 35 years of service to London children and nine visits to the festival, she is retiring this year, and will be leaving the school to her successor, Mr. Westhead.

There were three outstanding performance awards, one for a harp quartet from Aberystwyth, one for Malcolm Timms' orchestra, and "The other has to be yours." I could not resist whispering to Fleet, and I was right. The joy of all who get these special mentions is a delight to behold, and their instant and sincere reactions to feed the credit straight through to the young players.

One rather sad thing about the junior instrumental groups was the obvious lack of participation by boys. The surface reason for this is that much of the practicing is done at breaks and lunchtimes, when boys place a very high priority on going out and playing football. My own experience confirms this, though saying so is not an answer but just another way of expressing the problem.

Conventions The boys who do take part—there were two from Nazareth House, for example, as opposed to 27 girls—are keen and care little for the comments of their brother pupils. They are, however, individualists where the girls more easily see themselves as doing the conventional thing. Where lessons there are in this for those who are interested in the wider aspects of school life. I cannot tell, but the evidence for the trend was plain to see in the Fairfield Halls on Saturday.

A large chunk of Sunday was taken up with chamber ensembles. You get a slightly different scene in the canteen during this class: the children are older and because it is Sunday there tend to be more family groups. I set down for a moment with this Chamber family from Southampton—parents Wendy and Richard, daughter Hazel and Uncle Jim on leave from running his factory in Leam, eager to hear his niece in the flesh after listening to tapes sent out from home. Hazel is a member of the Southampton Flute Quartet, trained by Robin Solden, another portly teacher. In Southampton the group goes by the name of the "Four Cs".

Elizabeth Cornford, Hazel Cornby, Clare Cowling and Isabelle Carr. "and there are four Cs on the flute as well."

The group has had a good year, starting with the school prom and culminating in the International Festival of Youth in May. This year's performance was to be their swan song, as they were splitting up and going off to various higher education institutions.

Also in the canteen that afternoon was Etsa Cohen, who had brought two young chamber groups down from Leeds. Etsa has been teaching violin since she was 15, and has had learner violin books on the market since 1939. "I may be a bit old-fashioned," she says, "but I feel, she would be a respected national celebrity, for the standard of her teaching, as evidenced by her young players is clearly very high indeed."

ing has too low a status in this country. "People get told that they are too good to teach, for example."

Emotional leave Soon it was adjudication time again, and Etsa Cohen's Leeds Quintet were given an outstanding performance award. And a great deal of emotion, the Southampton flute quartet—the Four Cs—were given the other one. It was a poignant moment: their last performance beautifully and lovingly given; the end of a wonderful time together for themselves and their parents and yet, without doubt, other excitement and opportunity lying ahead. It seemed a suitably emotional moment to take my leave.

What else is there to say? Well, for one thing, even though there was some singing with instruments this year, I want to see a full blown chamber class. Cheryl singing, above all other forms of musical activity, is in need of encouragement in schools. And finally, who do we not make a great deal more use of our own teachers? Why is the auditorium so jammed to capacity with proud British people acclaiming young talent? There are times when our lack of eagerness to acclaim achievement is perplexing to say the least.

Gerald Haigh

Festival reviewed, page 18.

Next week

Does the camera lie? Andrew Bethell on photographic images of school. ■ Feminist publishing: Myro Bors. ■ Frank Corfield: juvenile delinquency. John Taylor on the history of the Royal Society of the Lock. ■ Diary of a New master.

Down

1 Oliver not take it by 'em (4, 5). 2 For a school on the 3 of her editors (7). 3 Swan takes it over (7). 4 Possible school of outcrop (6, 7). 5 Timekeeper for two hours (3, 3). 6 Lower grade than choppy sea (11). 7 Hands the rod of empire (4). 8 A school comes to a halt (7). 9 Roy (4). 10 One set for a man and his dog (4). 11 Impossible (4). 12 Gaps from school (7). 13 Solution to Puzzle 1, 198.

Across

1 A crash end a foil. 2 A domestic preparation (3, 3). 3 A choir of 20 singers (5, 5). 4 Emphatic indication (5). 5 Herring that has taken the cure (7). 6 Robber term was about being tanned (21 A, 9, 13). 7 A 2, 1, 5). 8 23 One of two girls better to be forgot (20, 8). 9 A 2, 1, 5). 10 A 2, 1, 5). 11 A 2, 1, 5). 12 A 2, 1, 5). 13 A 2, 1, 5). 14 A 2, 1, 5). 15 A 2, 1, 5). 16 A 2, 1, 5). 17 A 2, 1, 5). 18 A 2, 1, 5). 19 A 2, 1, 5). 20 A 2, 1, 5). 21 A 2, 1, 5). 22 A 2, 1, 5). 23 A 2, 1, 5). 24 A 2, 1, 5). 25 A 2, 1, 5). 26 A 2, 1, 5). 27 A 2, 1, 5). 28 A 2, 1, 5). 29 A 2, 1, 5). 30 A 2, 1, 5). 31 A 2, 1, 5). 32 A 2, 1, 5). 33 A 2, 1, 5). 34 A 2, 1, 5). 35 A 2, 1, 5). 36 A 2, 1, 5). 37 A 2, 1, 5). 38 A 2, 1, 5). 39 A 2, 1, 5). 40 A 2, 1, 5). 41 A 2, 1, 5). 42 A 2, 1, 5). 43 A 2, 1, 5). 44 A 2, 1, 5). 45 A 2, 1, 5). 46 A 2, 1, 5). 47 A 2, 1, 5). 48 A 2, 1, 5). 49 A 2, 1, 5). 50 A 2, 1, 5). 51 A 2, 1, 5). 52 A 2, 1, 5). 53 A 2, 1, 5). 54 A 2, 1, 5). 55 A 2, 1, 5). 56 A 2, 1, 5). 57 A 2, 1, 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The good news is that the Department of Education wants teacher-training establishments to maintain viable courses directed towards the needs of very young children, in meet the expected demand for nursery and infant teachers in the later eighties. The bad news is that most of the young women now being trained won't have any jobs in until 1989.

The colleges are, in effect, being asked to carry on preparing young students for unemployment (or jobs outside teaching) because, unless they hang on to specialist staff and expertise and keep their plant going, they might not be capable, nine years hence, of providing for the needs of society after the expected rise in the birth-rate. (After all, education isn't like defence; you can't just mothball teachers till they are needed again.)

That is one of the discouraging and, some might think, almost cynical messages buried in a letter sent out last week from the DES to all institutions providing initial teacher training, and concerned nominally with the balance of provision between those and initial subjects (page 1).

The letter takes the form of a warning. Without laying down specific guidelines, it aims to concentrate the minds of all concerned on three recent developments. Present government plans for the size of the teaching force mean that there will be even less short-term demand than forecast for any newly qualified teachers, except those offering shortage subjects in secondary schools. The capping of the FE pool is another new restraint, coupled with the rationalization of course approvals, but probably most important is the third factor—that the pattern of enrolment for different types of teacher training courses is still nowhere near what is needed to meet schools' present needs.

It is well known that the demand for teachers is down because the babies were not born at the right time. This can hardly be laid directly at any government's door. But even so, the interest in projected teacher numbers



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Carry on training—but no jobs at the end

is because of economic cuts not the birth-rate; it reflects a reduced commitment to in-service training and less compensation for disemployment of scale.

It would be inexcusable for anyone offering advice to sixth formers on careers and higher education to gloss over the poor job prospects for newly trained teachers—apart, that is, from those who want to teach secondary maths, science and technology.

Nevertheless, as the DES is certainly right to point out, the pattern of recruitment to BED courses still shows a remarkably heavy skew towards specialization in primary and physical education teaching. The output of physical education teachers is likely to be more than 1,000 a year, compared with the 850 planned. The accepted strategy of allowing large groups in popular subjects to "cross-subsidise" smaller groups in shortage subjects seems to have got out of hand.

Certainly, there can be few young men or women specializing in physical education at teacher training colleges who are quite unaware that they are un-

likely to find a job. Most teacher training students will confirm that no one advised them before they embarked on a specialism what the level of demand would be by the time they finished training; certainly neither the colleges nor the Government have been keen to stick their collective necks out that far up to now.

What the latest DES letter does—for the first time since the HMI primary report drew attention to the importance of mathematics and science teaching in the primary schools—is to suggest that students could enhance their limited prospects of employment in primary teaching "to the extent that they can develop a degree of specialization enabling them to provide leadership in an area of the primary curriculum". Mathematics and science are singled out as two such areas, though religious education and music are also mentioned and (oddly enough in view of the apparent glut) physical education.

Unfortunately, there is no evidence at all that students on primary courses will be any more likely to find jobs, while falling rolls continue to demand heavy

redeployment of existing teaching staff, even if they do prepare themselves for leadership in mathematics.

On the other side of the coin, there seems to be equally little substance for the letter's quite astonishing conclusion that, since "a large number of teachers presently out of service who qualified within the last 15 years and are now available to return to teaching work", limited prospects of jobs in teaching.

What news there is of I.E.A. policy, where they are taking on any new staff at all, is that they prefer college-leavers who can be engaged at the bottom of the salary scale, rather than the married woman returners who have collected several increments.

Could this belief in the DES teacher branch in the continuing availability and reemployment of a pool of returners be wishful thinking? A hasty calculation of these lines was sent up to the North of England conference in January after Sir Derman Christopherson warned that the country would be short of primary teachers in 10 years' time. Now it seems that almost a generation of trained primary teachers are expected to mark time in other jobs, or raise a family, or remain unemployed, until the country calls again in 1990.

That may answer the country's needs, but it would be very difficult in such circumstances to advise anyone with two A levels and O level maths to embark on a concurrent training course now, when they would be equally qualified for a degree course, with the option of a PGCE to follow. The emphasis of the DES letter is indeed in favour of the PGCE course and the principal of Kings College, Mr Francis Cammermeyer, must be right to see in it a real threat to the life of the BED. Anyone who goes in for the BED now will have to have a real, dedicated vocation for teaching young children and be willing to risk seeing the hope of exercising it set back by a decade.

Comment

Pay settlements in the balance

At this edition of *The TES* goes to press, a decision on the teachers' pay settlement has not yet been announced. As Diana Giddes first reported in *The Times* on Wednesday, the figure is 13.5 per cent. Nor has the Government disclosed whether it is willing to accept the 13.5 per cent settlement which has been agreed between the university teachers and their employers to rectify outstanding anomalies in their pay—a settlement reached by negotiation in an attempt to short-circuit the 18 months which Clegg had threatened to take to do the same job.

As the way these days, the delay in making the relevant announcements has been accompanied by a number of threats that Mrs Thatcher will clamp down on any attempt to pay anybody in the public sector over the odds. This is part of the elaborate, successful and grossly unfair campaign the Government has been fighting to convince the public at large that the going rate for pay rises is going down in the private sector and the view that the public service which is out of line. As the beginning of a new round of pay bargaining looms, there is no doubt that the Government is sorely tempted to fetch a cleaver to some relatively defenceless group, (the senior civil servants a few weeks ago, the university teachers next week?) and prove its determination by the very unfairness of its actions.

To turn down a Burnham recommendation, Mrs Thatcher would have to get in resolution of both Houses of Parliament. It must be unlikely that she would do this unless she can show that the arbitrators have taken a peculiarly favourable view of the teachers' case. Clegg's 4 per cent error in the teachers' favour should be taken into account in the arbitration—making 13.5 per cent equivalent to 17.5 per cent for the 1980-81 pay round. This is at the upper range which the Government is prepared to stomach.

The Remuneration of Teachers Act makes it quite clear that to set this aside, the Government would have to go through the pro-

scribed parliamentary procedure and the public hassle which that would entail.

The university teachers are in an altogether more vulnerable position; their 19.6 per cent is in line with a Clegg adjudication for university technicians which the Government has allowed, but this is not going to prevent a last-minute effort to screw them down. The Government will try to whittle down the award by phasing it over a period of months, or juggling it in some way.

When—as here—the Government is hell-bent on establishing a public sector pay policy (quite rightly, because the Government has to have a consistent attitude towards public service pay, and cannot prevent this from becoming a pay policy), equity and fairness are liable to be early casualties. The university teachers suffered outrageously in the mid-1970s, and the present round of "catching up" awards is the legacy of the more recent past.

The need to be tough and consistent should not enter the Secretary of State's Education from honours the agreements made with the academics—agreements reached with strong encouragement from the DES—in a rational attempt to correct acknowledged provisos. Nor should it cause him to flout the arbitration process in Burnham without the industrial relations of the education service would be much worse than they now are.

Debts to society

The introduction of student loans would be costly, inefficient and unfair, the National Union of Students says in an impressive 22-page document, *The Case Against Student Loans*.

There are two perfectly respectable political cases in favour of loans, from different ends of the political spectrum. The first, hailing from the Left and used by the Socialist campaign, is that students are a privileged minority who should retain the right to privilege. The second, hailing from the right, is that students will choose more wisely what, where and whether to study if they ultimately pay the cost.

The NUS document deals with both of these in a slightly curious way. Loans, say the students, would give the impression that education was a private possession and would thus "bolster the notion of a student elite which owes society nothing". Ingenious but unconvincing.

As for increasing student responsibility and institutional efficiency, the document argues that a loan system would further increase the proportion of vocational subjects (probably true), thereby reducing academic sta-



There are no signs as yet that rising unemployment is adversely affecting the pay and women who graduate from British universities and polytechnics (except that the would-be teachers). Some of the circumstantial accounts of the effect of rising unemployment on young people's prospects have included anecdotal evidence of graduates queuing alongside those with no qualifications for unskilled jobs, but this is a general picture to emerge from a conference in Cambridge this week (page 5) is of a "pretty buoyant" market for graduates.

What is being reported by the university appointments people is that there are plenty of jobs provided graduates are reasonably numerate. On the technical side, there are mismatches between supply and demand in particular "skills"—there is a bound to be, unless a happy flux of products is to be maintained, but given a reasonable mix of apt and able opportunities where and when they arise, there are jobs for all, including the arts and social science graduates. The traditional pattern persists, finances in the employment sector which, finances in recession and in boom is finance in recession, and here it seems demand is the cause of the need for more accommodation to manage the upturn of the economy.

All of which, it may be thought, is good for graduates. If not for anyone else, it should be because the graduates are more effective than any system of public information—hence the effect of their being in demand. In recent years, there has been a decline in a falling proportion of lower level sixth-form leavers. This has been suggested that this is because of a rise in employment causes them to drop out of the school. The evidence that this is not the case is that the difference—this trend may be reversed.

Nevertheless, the present system of grants is grossly unfair—to the parents who cannot afford to pay their contribution, to the students who do not get the full money, and to the many thousands of students who are advanced courses who have no right to a grant at all. But the NUS solution of non-means-tested grants for everybody is a very long way off indeed, even if it were thought desirable. So any available alternatives that might share out the available cake in a fairer way should certainly be examined.

During WW2, students had to lead a "shell-shocked" life. From an O level paper.

Buoyant market for graduates

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NEWS

Documents show scheme is 'too complex' Laws and delay plea fail to stop block grant

Sarah Bayliss

The Government is determined to make local authorities by means of the controversial block grant next year despite ministerial admissions that the new system has flaws and a request from all the local authority associations that it be delayed for 12 months.

The associations have always insisted that block grant funding from central government will not work but the demand for a delay was rejected by the Government. The new system has flaws and a request from all the local authority associations that it be delayed for 12 months.

The first method then applies weighted factors to the client groups—factors which are based on the pattern of what is already being spent. This method is "more dependent" on more like the "regression analysis" used in the present rate-support grant, basing grant on past spending. For that reason Mr Heseltine is unlikely to accept this method.

The second method, more likely to be chosen, takes client group figures and states that there are 37 identifiable reasons why some children should cost more to educate than others. They are factors such as the number of children in one parent families, with English as a second language, receiving free school meals and so on.

Officials have picked five factors at random and given them each a weighting to exemplify how block grant would work. But when the factors with their weightings are applied to individual authorities the figures are not the same.

An official from the Association of Metropolitan Authorities said this week that the search for objectivity through the block grant was "doomed to failure".

The council felt quite strongly that the method the government used, and the figure of £7m allotted to us, was really quite unfair and wrong," said a spokesman this week. In fact, Cambridgeshire has now made some effort to respond by agreeing a £1.5m reduction. The bulk of this will fall on education, already a heavily subsidised service. The Government's County Council, however, has agreed to cut about £2m but will not meet the Government's expectation which would have meant the equivalent of a 500 cut.

Mr Michael Heseltine, Secretary of State for the Environment, said that the government was determined to meet the overall saving of £1.5m, regardless of the cost to the local authorities.

Mr Jack Smart, Labour leader of the AMA, said this week: "A number of our members have said they cannot cut back."

However, Mr Heseltine told a press briefing: "Of course I expect them to make their share of cuts. It is those authorities which have not been 'reducing expenditure' which forced this exercise on local government."

"signposts" of where the system was leading.

The papers in the JCC have revealed the current methods used to assess education spending used for block grant. They reveal two options from which the Secretary of State will have to choose.

Both use a crude assessment of the "client groups" in local education authorities, the number of primary children, secondary children and so on.

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On stage: Charlotte Harvey and her leading man Nicholas Mucrite.

Supporting role for mother

by David Lister

Drama teacher Mrs Anne Harvey is planning to produce the most important show of her life. Leading lady will be her 18-year-old daughter Charlotte. Leading man will be Charlotte's fiancé Nicholas Mucrite. And box office receipts will go towards the couple's fees for drama school.

Mrs Harvey, who is head of drama at Notting Hill and Ealing School for Girls, has been forced into planning the special benefit performance because of the decision by Ealing Council not to give her daughter Charlotte discretionary grants for their costumes at drama school.

Charlotte has been accepted by the Bristol Old Vic and Nicholas by LAMDA, both drama schools which were among the recent list of specially selected courses by the National Council for Drama Training, in the hope that local authorities would view them sympathetically in the awarding of discretionary grants.

At the moment, it is only possible to help applicants who have very special needs. There is nothing against these drama schools and in happier times we would probably have given the applicants a grant.

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at the Edinburgh Festival and with the National Theatre. Young People's Company, the fees would be £1,500 a year.

Mrs Harvey, who taught Lynno Froderick, widow of Peter Sellers, said: "I am hoping to put on a charity performance at a theatre in Ealing to raise money. We would try to get some celebrities to appear. My daughter is absolutely determined to be an actress, and both she and Nicholas come from acting families."

"These drama courses have been accredited, so one would expect that they would get a grant. It seems that drama colleges have been so closely vetted while university courses just got away with no one vetting them so closely."

A spokesman for Ealing education department said: "Ealing policy in the past was to be helpful with discretionary grants as far as possible but the reduction of about £5 million in the education budget caused this to be one of the casualties. At the moment, it is only possible to help applicants who have very special needs. There is nothing against these drama schools and in happier times we would probably have given the applicants a grant."

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Bid for local power over universities

by John O'Leary

A radical package of proposals, including the abolition of the University Grants Committee and the submission of the universities to local authority influence, was submitted to the Select Committee on Education this week.

The proposals, which would give predominance to local decision-making throughout higher education, are understood to form the basis of a minority report by two left-wing members of the committee, Mr David Thomas (Plaid Cymru) and Mr Stan Thorne (Labour).

The committee's main report, due in October, is expected to be critical of the performance of the Department of Education and Science and to recommend the establishment of a national body, to be known as the Committee for Colleges and Polytechnics (CCCP), to oversee higher education in the public sector. It would work closely with the University Grants Committee and share a joint secretariat independent of the DES to coordinate planning.

Secrecy defended: Criticism of "excessive secrecy" on the part of Ministers and officials has been refuted by the Government.

The Commons Select Committee on Education, which made the claims and had complained in its First Special Report that it had found it difficult to assess the quality of decision-making in the Department of Education because of the refusal of successive governments to reveal to Select Committees the nature and extent of inter-departmental consultation.

The Government's reply, published last Thursday, claims that giving such information would breach the essential principle of collective ministerial responsibility to Parliament. It also states that advice given by officials to ministers should remain confidential, arguing that the confidential "back-channel" of official advice is to be of maximum benefit "to ministers in reaching their decisions."

Salaries and hours reform hopes rise

by Richard Garner

Hopes of sweeping changes in the way teachers' pay and conditions are negotiated were given a boost this week after a meeting between local education authorities' leaders and Mark Cartledge, the Education Secretary.

The local authority leaders pressed their case for an early repeal of the Remuneration of Teachers Act so that pay and conditions can in future be discussed in the same forum.

Although no formal decision was taken at the meeting, it was made clear that officials from both sides would work on proposals for changing the Act during the summer break with a view to a further meeting in September. If legislation was then required to change or amend the Act, it could be introduced in the autumn.

At present pay is negotiated within the Burnham Committee, while conditions of service are considered by the Council of Local Education Authorities' representatives committee. The local authorities tried to get a binding commitment from the teachers to a new conditions of service agreement during this year's pay negotiations.

The DES said this week that it would be consulting the teachers' organizations about any changes being planned at a later date.

The teachers' organizations and the local authorities are agreed on two changes they would like to see—an end to the compulsory arbitration procedure if any takes place down and the removal of the DES veto on pay awards. The second request, however, is unlikely to find favour with the DES.

No comment

During WW2, students had to lead a "shell-shocked" life. From an O level paper.

School to work

Mark Jackson analyses the latest training review

New report clashes head on with Think Tank proposals on reform of training

The Government has to choose between two authoritative but conflicting reports on what to do about the national training system. The issue is whether or not to stick to the traditional basis of shared control by management and unions. Change the system, urged the Central Policy Review Staff—the Government's own Think Tank—in a recent report. It believes there can be no real reform of the system while effective control remains in the hands of the industry partnership through the industrial training boards.

Stick to the present system—and give the boards more power and independence, recommends an official inquiry whose findings are published today.

The 18-month long inquiry has been carried out by a panel from industry and education who were invited by the Manpower Services Commission to review the working of the Employment and Training Act, 1973, which set out the present training structure. The 14 members include representatives of the education service and commission officials, but the majority are drawn from employers' organizations, the unions, and the training boards, the groups whose joint dominance of the system the Think Tank has attacked.

The review body admits there are serious shortcomings in the present arrangements which it says have made little advance in securing fundamental reforms of training such as providing adequate opportunities for retraining adults, ensuring that enough youngsters are trained in the cross-sector and transferable skills needed by industry as a whole, and breaking away from time serving as the basis of apprenticeship.

It criticizes the relationship between the MSC and the training boards, which it says is sordid by present arrangements under which the boards get their operating costs paid by the commission and so a result have to submit to its close scrutiny. It wants the boards to raise the whole cost of the operations from employers.

Both the boards and the education service, says the review body, feel they have insufficient influence on national training policy, and the fact that the boards and the MSC itself are organized nationally creates problems in their relationship with the education service. To help overcome this, and to make training more responsive to local needs, the panel suggests that there should in some cases be "an authoritative steering body" to bring together local interests, but it does not want a stereotyped model operating everywhere.

The review body claims that, in spite of its weaknesses, the present training framework has improved

this quality of training, has encouraged a more professional approach, and has brought advances in relationships between training and education.

And the report meets head on the Think Tank's attack on employer-dominated training boards as bodies which subordinate industry's needs to restrictive collective bargaining by claiming that it is industry that employers and unions should handle training in the same way as other matters of mutual concern. The purpose of public involvement is to change the behaviour of the industries concerned, says the review panel, and the present arrangements give a basis for the commitment of both sides without which no worthwhile development, including radical reforms of arrangements and structures will be possible.

The report: "Radical changes in the existing structures would involve massive disruption in training which would be of great importance. We have not been convinced of the reality of these advantages; nor, it is clear, have the great majority of those who submitted responses to us." Nearly 250 submissions were received from companies, public bodies, and other organizations, including most of the principal groups and bodies in education.

The main recommendations

The most controversial of the recommendations are:

End the Government funding of training board operating costs (current total: £42m);

End the levy exemption system under which firms do not have to contribute to the boards' income if they are carrying out enough training to meet all their own needs;

Remove the statutory limit on the amount a board can levy—1 per cent of an employer's payroll—without seeking special Parliamentary sanction.

The review panel says that the funding of operating costs through the MSC has prejudiced the effectiveness of national training arrangements because it involves detailed MSC scrutiny and control over staff pay and conditions which creates animosity and frustrations. It has blurred accountability, distracted attention from strategic issues, and robbed the training boards of some of their previous authority while making it more difficult for the MSC to play its proper role. The levy limit needs to go, the panel says, if boards are to take on these costs.

The power to exempt firms should now become discretionary—some boards may want to go on exempting, while others could not afford to let any of their bigger employers off paying it in full.

Most of the boards themselves favour continued MSC funding but through a block grant which might get rid of the present bureaucratic control procedures. The review panel says a block grant would not get rid of these problems.

The Confederation of British Industry representative refused to join in recommending the end of Government funding for operating

costs but was prepared to accept the consultation should take place between training boards and the industries. He refused outright to endorse the recommendation to move the statutory limit on levy.

The review's main recommendations on overall principles are that: Public training policy should concentrate on ensuring an effective concentration of the explanatory, new technology, increased productivity, and growth; extending vocational preparation for young people; increasing opportunities for adults to train and retrain; widening the use of efficient training methods.

MSC and Government support should be based on full consultation with both sides of industry; supplementing industry's own training efforts; ensuring the flexibility of training response; and concentrating on problems where training provides the most economic solution.

The MSC should exercise strategic leadership and coordinate to achieve national training priorities and the industrial training boards should accept its leadership.

The MSC should develop better ways of consulting interested groups over training policies and to ensure that educationists are more closely involved in training policy and personnel, especially at local level. The Training Service Division of industrial training organizations must do more to establish contacts at local level between educationists and employers.

The principle laid down in Training for Skills—the MSC programme under which the MSC funds training beyond the scope of particular industries—should be applied more rigorously with support for key skills training becoming conditional on the implementation of guidelines.

MSC prepares for more than 450,000 under-19 jobless

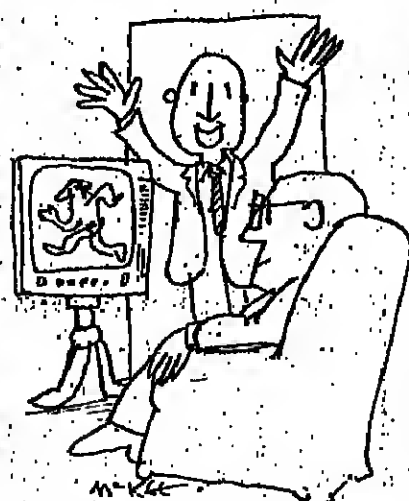
The Manpower Services Commission is preparing to face a total of more than 450,000 jobless under 19s next January, including 150,000 school leavers.

The commission has begun to build up the Youth Opportunities Programme to the limit of its present budget so that it is ready to take off for the further expansion, which it is now convinced will be necessary, as soon as it gets ministerial approval.

The programme is expected to provide 110,000 places this October as compared with under 97,000 filled at the same time the peak month—last year. But unless the number of this year's leavers still unemployed by then is much lower than anyone in the commission or the careers service expects, the programme will need to be expanded by another 15-20,000 places early in the new year. Mr Geoffrey Holland, director of the commission's special programmes, told *The TES* this week: "We said that this year the programme had to deal with 170,000 leavers, but a place by Government undertakings as compared with 450,000 last year."

The current gross cost per entrant is about £700, but a large part of this is the YOP allowance, which is due to go up this autumn. "The commission's annual review of special programmes," published this week, says that a total of 215,400 youngsters entered the programme during last year. Most of them were 16 or 17, but the review says that the MSC would like to increase the proportion of 18-year-olds from last year's one in ten. It says they may regard the flat rate allowance as too low. The *TES* reported last week that the special programme board is pressing the commission to pay 18-year-olds more than £30 a week to get them in.

School leavers accounted for nearly two-thirds of the entrants



"Never mind the gold medals, headmaster, Wilkins has a job."

and the long term unemployed for only 3 per cent. The average length of unemployment for entrants was four months. More than half of those who went into work experience in the "youth" programme in 1979, according to the commission, were compared with one in five of all school leavers. The commission, mindful of fears in the education and careers service and among the voluntary organizations that the need to expand YOP might serve out of 10 of those who joined in the autumn of 1978 to six out of 10 of the January 1979 entrants. But Mr Holland said this week that a more recent survey showed that it had risen again to more than seven out of 10.

Post-school activity in EEC countries

	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Belgium	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Denmark	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
West Germany	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
France	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Ireland	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Italy	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Luxembourg	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Netherlands	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Great Britain	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030

Note: The composition of the data in the table above involves a number of assumptions. Including pupils in first-year basic vocational training in school.

Source: Chris Hayes Associates Limited.

Big gap in communication

The structures of the national training system have failed to bridge the large gap between the education service and industry, says the review. The gap, it says, is in "communication, perception, and national comprehension."

The panel says that this is despite the involvement of education service representatives in key decisions as members of training boards and the MSC itself, of cross representation between boards and examining bodies, and close contacts between the MSC and the DES.

It claims that the education service has become, rightly, a significant partner in training policy, but reports, nevertheless, that educationists expressed disquiet to the panel about present arrangements. Some complained of lack of co-

ordination by the training institutions and argued that they felt themselves under particular onus to bridge the gap between the education service and the commission. The unions backed the view held by the educationists that further integration was needed.

Training boards and industry representatives, however, say the panel were concerned about the impossibility of getting a common policy approach when each is determined what it was going to provide.

The review panel says that the different structures of locally based education and nationally organized training organizations generated tension, but that the composition of the MSC and the training boards has helped reconcile them. But it concedes the continuing gap a matter of concern.

Further 1,500 apprenticeships

The Manpower Services Commission is about to announce an offer to fund another 1,500 apprenticeships as an emergency move to help counter falling intakes by employers. It will bring the total number of Government-sponsored training grants being offered this year to 24,500.

About a third of the emergency grants will go to the engineering industry and another third to construction. The engineering training grant has reported a drop of about 5 per cent this year in the industry's normal intake of around 20,000 youngsters, and the construction board estimates that its drop is about 7 per cent on a target of about 13,000.

Training Services Division officials say that they are confident that there will be no shortage of able youngsters to take up the extra places even at the last moment this year. Their real worry is whether enough employers can be persuaded to take on the grants; the £3,000 being offered does not cover the full cost of training for most firms.

The decision to offer so many places to the construction industry, even though it employs fewer crafts- men than engineering, appears to have been influenced by forecasts that the demand for engineering craftsmen will fall over the next few years while that for skilled building workers will rise.

Call to expand life and job skill programme

The review makes only one recommendation calling for a specific increase in Government expenditure—an expansion of the unified vocational preparation programme for youngsters at work and on the margins to their employers.

UVP, which provides a broad range of life and job skills, together with any necessary remedial training for youngsters who have started work at 16 in jobs which offer little or no training, has now grown to 3,500 places. This review wants it expanded to cover in three years all 200,000 who join this part of the workforce each year.

Although the review body does not estimate the full cost, Training Services Division officials put it at around £200m annually.

The review body says that it is essential for education departments in particular to support the expansion of the development programme for youngsters with the Government and the MSC and its benefits become realized. It says that increased places are essential both to encourage employers to cooperate and to help colleges and training boards to support other priority training.

Almost as important, it says, is the expansion of industrial and national education between industry and education, and the need to develop a design and run culture.

The report says: "There is a major opportunity here to bridge the gap between industry and education, and to develop a design and run culture. It is a gap that leaves the parties to each side with unrealistic expectations of the respective responsibilities of the education service and employers in developing the potential of young school leavers."

Science diary

The admission that a serious nuclear accident took place in the Soviet Union nearly 25 years ago would help to fend off similar disasters. JOHN MADDOX examines the research

Iron curtain cover-up

It now seems plain that during the winter of 1957-58, a serious nuclear accident involving the release of a very large quantity of radioactivity took place in a region of the Soviet Union a hundred miles south and east of the city of Sverdlovsk.

The first reports of the accident came from Dr Zhoros Medvedev, the Soviet geologist exiled in London. The details of what may have happened have been reconstructed by three scientists at the High National Laboratory in the United States and are published in *Science* (July 18).

So far, the Soviet Union has made no official statement to acknowledge that some kind of accident occurred in this remote region east of the Urals. Medvedev's original account of the accident was based on gossip picked up from fellow Russians before he left the Soviet Union. By Medvedev's account, there had been reports of the contamination of the numerous villages and small towns and even of heavy casualties among the local population.

Dr John Trabalka, L. Dean Fyfe and Stanley Auerbach and colleagues have had to work the data gathered from a palaeontological hunt through the scientific literature of the Soviet Union. They have also had access to some of the data gathered by the Central Intelligence Agency and by reconnaissance satellites flying over the region.

The most decisive evidence that there was indeed an accident to the south of Sverdlovsk, and that several tens of square kilometres of the region were so contaminated, comes from the reconnaissance photographs, which show the Soviet authorities have built a system of canals in the region in order to prevent contamination with radioactivity from draining into the major rivers of the region.

Most of the contamination appears to be centred on the city of Krasnoyarsk, in the middle of the Sakalinsk region and halfway between Sverdlovsk and Chibulak. The first reports in the Soviet press suggesting that there may have been a nuclear accident are dated 1957, carried out in 1951, and which radioactivity resulting from the kind of mixture produced in the Krasnoyarsk process was sprayed on ground and on lakes to the south of Krasnoyarsk with the objective of cleaning something of the speed with which it is moving components through the soil and watered food chains.

A striking feature of this accident, still apparently continuing, is that the mixture of radioactivity that has been released from the Krasnoyarsk process used represented the kind of mixture obtained in the Krasnoyarsk process with one exception—radioactivity from fission was absent. The people from Oak Ridge, regarded as a clue to the origin of the contamination. They argue that the absence of radioactivity caesium from the mixture of isotopes released in the Krasnoyarsk process is a deliberate attempt to produce a "clean" mixture.

In 1950s, there was, of course, a great deal of enthusiasm, not only in the Soviet Union but in the United States and Britain, for the use of radioactive isotopes in medicine and for industrial purposes. This was likely cause of the accident, which was a failure to contain the release of radioactivity from a plant for the production of isotopes.

In other words, such damage to people as may have been caused would consist of the increased risk of cancer and other long-term effects.

The estimate of the amount of radioactivity released over the region is smaller, by a factor of 10 than that put forward by Medvedev, and the people from Oak Ridge conclude, it should have been entirely feasible for the Soviet authorities to evacuate the people most at risk in good time for them to be protected from the immediate consequences of exposure to radiation.

In other words, such damage to people as may have been caused would consist of the increased risk of cancer and other long-term effects.



In the 1950s, radioactive isotopes for medical and industrial uses were prepared from fission products. The thick wall of lead bricks protects the operator from radiation at a Chibulak laboratory.

the waste left over after the plutonium had been extracted. The sequence of processes that would probably have been used in these two consecutive extractions of material from the spent fuel elements would have led to the formation of ammonium nitrate which might have been used as a solid in what over tanks were used for storing the radioactive waste.

This, it is now inferred, must have triggered off the nuclear catastrophe in the winter of 1957-58. Indeed, Dr Trabalka and his colleagues point out that there was a major but smaller accident in the United States in 1950, when a chemical explosion caused by ammonium nitrate took place at the nuclear research laboratories at Chibulak, one of the nuclear plants built during the Second World War.

They estimate, however, that the explosion which took place in the Soviet Union in 1957 must have had an energy equivalent to between 1,000 and 2,000 tonnes of TNT. This, they calculate, would have been enough to scatter up to a million tonnes of strontium-90 together with larger quantities of radioactivity embodied in other isotopes over the contaminated region.

Plainly, for the Soviet Union this accident must have been a major catastrophe. The authorities appear, however, to have acted promptly. Several villages were evacuated, and their names have now disappeared from the maps. The city of Krasnoyarsk, apparently remains as a number of other hamlets and small towns in the contaminated region.

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NEWS

Formula to stop dropouts

by David Lister

An all-male class in physical education would be one of the few adult education classes not to lose a large number of students halfway through the course. Even then, the classes would have to be held on Thursday nights.

That is the light-hearted conclusion of

OVERSEAS NEWS

United States

Now America wants its own open university

by Clive Cookson

WASHINGTON Many Americans see Britain's Open University as one of the great educational success stories of the past two decades, and there has been considerable interest in recent years in establishing a similar institution in the United States.

A few individual colleges and universities and regional consortia have established distance learning systems, sometimes using British OU materials, but no national open university has got off the ground. This year, however, has seen a series of developments that may bring the idea closer to reality. Perhaps the most important is a proposal by Walter Annenberg, the publishing multimillionaire, to give the Corporation for Public Broadcasting (CPB) \$10m a year for 15 years to set up a "national university of the air".

Mr Annenberg, former US State ambassador to London, first approached the CPB early last year, but this gift was not announced until the two authorities approved the deal this summer.

The CPB and the Annenberg School of Communications (the educational foundation through which the ex-ambassador is making his donation) have set up a joint task force to decide exactly how to spend the \$150m gift. Its chairman is William McGuff, who has just retired as president of Columbia University and other members include Robert Fleming, CPB president and former president of the University of Michigan, and George Gerbner, dean of the Annenberg School of Communications at the University of Pennsylvania.

Neither Mr Annenberg's associates nor the CPB have revealed much about their plans—apparently because they are still undecided. All they will say is that the money will be used to offer college credit courses through public television and radio and other telecommunications media (videodiscs have been mentioned) "for students who cannot afford the cost of campus education".



Walter Annenberg: so after adults.

Mr Annenberg himself is known to believe that the courses should be aimed primarily at the 18-21 age group. That idea goes right against the conventional thinking of most open university advocates in the United States, who believe in great potential lies in the adult population and of course it would set the American institution apart

from Britain's Open University. Walter Perry, Vice-Chancellor of the OU, believes strongly that it would be a mistake for anyone planning a similar institution in the United States to rely on the traditional college age population. In an interview in New York, where he was visiting the British Open University Foundation (the OU's American office), Lord Perry said there were both political and educational reasons for going after adults.

Politically, he said, an American Open University would antagonize "every traditional college. If it competed for their young undergraduates. But they would welcome it if it brought mid-career adults into the higher education system. In addition, studies and the experience of the OU in Britain had shown that distance learning was not suitable educationally for many 18 to 21-year-olds."

Lord Perry is well aware of the problems to be faced in establishing an open university. Five years ago, at the request of then Prime Minister Harold Wilson, he communicated his ideas on the subject to Vice-President Nelson Rockefeller, who was considering setting up a commission to study open learning systems for the United States but nothing came of it.

This year two separate consortia of American universities have announced plans for a national open university. Independently of one another and independently of Annenberg.

One, the National University Consortium, will in fact launch the United States first coast-to-coast distance learning system this autumn, with the help of a \$400,000 grant from the Carnegie Corporation. But it will be on a pilot scale, with only three courses offered per semester.

During the first year, students will enrol at one of the seven member colleges and universities (30 institutions applied to take part) which will provide them with study packages and telephone tutors. The television component will be transmitted by satellite from the consortium headquarters in Maryland and broadcast by 11 local public TV stations.

In its early stages the National University Consortium will rely heavily on materials bought from the British Open University. But if the number of students and participating institutions grows in accordance with the (optimistic) consortium plan, "it is expected that within a few years the fees generated by the participants within the consortium would become sufficient to make the project self-sustaining on an operational basis, and that, in time, would develop sufficient surplus to underwrite the cost of developing new courses with a more American orientation than those available solely through British sources."

The other consortium with ambitions to set up an "open University of America" is a group of 11 state universities in the midwest, called the University of Mid-America, which has operated as a sort of regional open university since 1974. On the basis of a feasibility study, the board of trustees of the University of Mid-America recently gave the consortium's energetic and optimistic president, Donald McNeil, the go-ahead to draw up plans and raise funds for an open university of America.

One reason why the trustees are keen on the idea is that they think the help of a \$400,000 grant from the Carnegie Corporation, but it will be on a pilot scale, with only three courses offered per semester.

University of America would not compete with existing institutions for students, but would instead increase the number of active participants in higher education, the feasibility study said.

"The experience of several non-traditional institutions bears this out. A very high percentage of students in non-traditional programmes go on to enrol at another more traditional institution."

Finance has always been the major obstacle to the establishment of a large-scale open university in the United States, and both the National University Consortium and the University of Mid-America have their eyes on the Annenberg gift as a potential source of start-up funds. (Of course \$10 million a year would not be nearly enough to finance such an institution when fully operational.) However, it remains to be seen whether Annenberg and his associates will allow the corporation for public broadcasting to give money to two ventures that would be aimed firmly at mid-career adults, when he is anxious for his gift to be used to educate young people.

Immigrant ruling

WASHINGTON US District Judge Woodrow S. Clark has struck down an unconstitutional law that bars the children of illegal immigrants from free public education. (TES, July 18). But the US Attorney General immediately said he would appeal against the ruling, which would add an estimated 40,000 to 100,000 children to the ranks of public school pupils in Texas, hindering the state's ability to provide quality education to all of the documented aliens already here.

OVERSEAS NEWS

Australia

Nine-subject core scheme goes out for debate

by Bill Purvis

SYDNEY

An Australian national education body has recommended the adoption of a core of nine subjects to be taught in all Australian schools.

The report by the Curriculum Development Centre has been circulated for public discussion and review. The centre's director, Dr Malcolm Skilbeck, says the centre will make further proposals and suggestions.

The report is now being studied by those responsible for the different education systems in the six states plus the Northern Territory and Canberra, all of which have their own education departments. They will be looking at a 25-page summary of the needs for a core curriculum, the aims of schooling in Australia, and the suggested nine-subject core.

Further than that it does not go, leaving it to the various authorities to determine how to implement the broad guidelines set out for a core curriculum, the aims of schooling in Australia, and the suggested nine-subject core.

However, we believe that as a national body given the task by the Federal Parliament to devise and develop school curriculum, support curriculum development and undertake related research, there are sound reasons for us to suggest broad directions for Australian schools to follow in deciding on core curriculum.

It goes on to argue that the need for a national core curriculum has come about because the traditional way of packaging knowledge into required subjects no longer satisfies either society or students.

"We need to re-establish a balance between a comprehensive care of learning which includes but is not restricted to established subject matter and a realistic set of elective studies."

The report stresses the need to give pupils an understanding of the society in which they live. It also refers to the need to equip children to cope with a multi-racial society, the impact of television and the importance of leisure activity.

Mr Paul Linde, Minister for Education in New South Wales, the most populous state, says the report envisages a dynamic new approach. Mr Linde commended the report as an important discussion paper which should provide fuel for community involvement and debate on what was to be taught in schools—and how it would be taught and tested.

He said the recommended core curriculum "provided for more diverse areas of learning and experience for the school population without ignoring the traditional basic skills."

"Schools are already showing flexibility and more autonomy in the teaching and development of present subjects."

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This centre recommends a core of nine subjects in mathematics, science and technology, communication, arts and crafts, environmental studies, social, cultural and civic studies, health education, moral reasoning and values, and work, leisure and life-style.

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OVERSEAS NEWS

Poland

'Flying university' slams revamp of school system

by a special correspondent

Poland's "flying university" has issued a major exposé of the country's primary and secondary education system—in spite of reforms to the system, launched with a blast of official publicity two years ago.

These changes, which replaced an eight-year cycle of basic school education with a 10-year comprehensive span of schooling, are intended to develop both practical abilities and general knowledge, according to the Polish Government. They are also supposed to ease the difficulties faced by children from non-academic backgrounds and those attending small rural schools, with their often unqualified teachers.

The new scheme, completed one year ago, includes 70 leading secondary schools, many of them still in good standing with the establishment, but the current school situation is a crisis which all sectors of society must try to solve.

The "flying university" is an unofficial, Society for Academic Courses (SAC), says Jan An, open to parents and educators. It is the only body in the country which has the right to publish a book on the state of the school system.

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Shakespeare for foreigners? Mieszko I and Boleslaw Chrobry School, Gniezno.

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International conferences

WCOTP anticipates tricky debate in Brasilia on development issues

by Hilary Wilce

Education and development is the theme of a major international conference in Brazil next week.

More than 600 delegates from 60 countries will attend the six-day Assembly of Delegates of the World Conference of Organizations of the Teaching Profession in Brasilia.

Debate in the Assembly will be based on an inquiry into the state both of development education and of education as a tool of development, conducted among the 120 national teaching organizations which are members of WCOTP.

Replicates to a questionnaire have been analyzed by Mr. A. L. W. who is a British member of the WCOTP executive, who will introduce the debate.

The theme was a difficult one, presenting particular political problems, he said. He expected the Assembly would debate the whole concept of development. "We have got to be clear about our ultimate objectives."

The report would stress there was still "the devil of a long way to go" before primary education was universal, and before secondary education became anything more than the privilege of some.

Replicates had indicated that, in Europe, the curriculum was so crowded with subjects deemed essential that there was little opportunity to add extra such as development education. Organizations in the developed world had shown themselves worried by a general slowdown in educational resources.

Mr. Wilce will be stepping down from his executive post at the Assembly, but two British delegates will be standing for election. Mr. Geoff Foster, of the National Union of Teachers, will be standing for the executive committee, and Mr. David G. Jones, of the National Association of Teachers of Further and Higher Education, will be standing for one of the two vice-presidencies.

Other Assembly concerns will be the implementation of a UNESCO/International Labour Organization recommendation on the status of teachers, women in education, and relations between WCOTP and the Organization of Economic Cooperation and Development.

A three-day seminar on teachers and human rights will be held in Rio de Janeiro after the Assembly. This will almost certainly include discussion of the deteriorating situation in El Salvador, where 55 teachers have been assassinated this year.

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Fees protests expected as Commonwealth ministers meet to discuss cooperation

by Hilary Wilce

Ministers responsible for the education of member countries of the Commonwealth will meet in Sri Lanka next week to discuss their continuing programme of educational cooperation.

But the eighth Commonwealth education ministers' conference is likely to be marked by bitterness at Britain's decision to raise overseas student fees drastically.

Commonwealth countries, such as Malaysia, Nigeria, Sri Lanka, India and Kenya, and large numbers of students to Britain, and are angry at the British Government's decision to exempt students from European Economic Community countries from the raised fees, without making special provision for Commonwealth students.

Malaysia, which sends more students to Britain than any other country, has already spoken out against this (TES July 24) and is looking for alternative countries to send its students to.

However, debate about this in Sri Lanka is likely to be compared by the knowledge that British provides a third of all Commonwealth Secretariat funds. The Commonwealth does not attempt to tell countries what to do or not to do. This subject will be discussed in the context of the whole issue of mobility of students between countries.

Mr. Rex Adegboye, the Nigerian director of its education programme, said the 43-nation Commonwealth has grown considerably since the education ministers last met, with Dominica, St. Lucia, Solomon Islands, Tuvalu (formerly the Gilbert and Ellice Islands), Kiribati (formerly the Gilbert Islands), St. Vincent and the Grenadines, and Zimbabue (formerly Rhodesia) all having become members since 1977.

A large number of member countries are small island states and the conference is expected to look at

their particular problems of educational development. This may mean a search for ways to channel resources towards countries in the Caribbean and the Pacific, where localising education is a long-term goal for consideration.

Issues high on the agenda include science and maths teaching and non-formal education. The former has long been an area of active cooperation and the production of low-cost science equipment has been discussed at the latter, but regional meetings have been held to discuss the need for educational development centres in recent years.

A special Commonwealth conference on non-formal education was held in India last year during which delegates drew up proposals for teaching for the needs of groups of school drop-outs, and for illiterate adults, and a proposal for a Commonwealth Centre for the study of non-formal education.

The ministers will also consider a suggestion that the Commonwealth should support specific national projects, following the lead of the traditional regional workshops.

But funds are short. This year the Commonwealth will spend about £210,000 on its programme of education, seminars, conferences and publications. Voluntary contributions to the education programme are actually falling, and the fall has been particularly sharp in the last two years, and activities have been cut back.

There are hopes that more money might be forthcoming from outside sources such as UNESCO, but this remains an unknown factor. Commonwealth education ministers will meet in Sri Lanka next week to discuss their continuing programme of educational cooperation.

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Deaf, but not kept separate

PARIS It is a lively, fast-paced world of noisy smiles. When we enter a busy school class in the heart of Creteil, an upper-middle-class suburb of Paris, we are struck by the sight of a group of children, some of whom are deaf, sitting at their desks, talking to each other, and to the teacher, who is also deaf.

These children, all attending an ordinary school, are deaf, but they are not kept separate from the other children. They are integrated into the normal school, and they are not kept separate from the other children.

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Jane Jessel on a radical scheme to teach deaf children in ordinary schools

same degree of deafness. Some have relatively slight difficulties, others are profoundly deaf and there are degrees of deafness in between. Different intensities need different care.

Close links between the child, the family and the school are recognised as necessary. Early detection of a child's deafness is vital. The earlier it is diagnosed, the higher the chances of overcoming it.

Deaf children are themselves developing rapidly. For example, sound-learning processes have been found to be more active in the school-age child than in the pre-school child.

Part of this flexibility shows in the change in traditional attitudes. One example is the school's encouragement of deaf children's parents to play a large part in their child's education. Parents participate in education, but rarely been heard of or encouraged in the past.

On the day

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features



The apparent eloquence of this photograph encourages a one-dimensional interpretation. It accurately reflects Trevor's boredom in many of his maths lessons, but does nothing to indicate the constant and genuine attempts of his teacher to get through to him.

The photographer as exploiter

WORK FORCE is an exhibition of photographs and text by

ANDREW BETHELL, who has worked with Selma Mustafa, Dilek Nedjar and Trevor Boucaud to try to show what life is like for those about to leave school and join the workforce.

The pictures and words pose questions about schooling and the way it is represented. Who takes the pictures, and why? Who chooses, and for what? What do the pictures mean, and to whom?

Documentary photographers have always been fascinated by schools. In education they can find many of their favourite visual ingredients: childhood, conflict, institution versus individual, alienation and pathos.

Photographers tend to prefer primary schools. There the children are still young enough to be "uninhibited" and "spontaneous". They have not yet discovered the significance of their own appearance. Secondary schools are more difficult. The students are more formal and the children more self-conscious. There are a limited number of ways of photographing a teacher sitting at rows of desks, at least in a way that does not upset the equilibrium.

So, photographs of young children will appeal to the emotions, whereas photographs of adolescents tend to appeal to the intellect. Once a photographer moves on from sentimentality and spontaneity, he must represent symbolically. The alienated outsider in the playground. The sterile relationship of the assembly. The classroom confrontation. These pictures demand an analysis based on an intellectual position.

The images of Rodney in the programme *Public School* meant different

things to different people: it depended whose "side" you were on. A cocktail party for well-heeled parents meant civilized consensus or decadent divisiveness. The recurring images of rolling playing fields mean physical freedom or self-fulfilling privilege. So with the starker images from secondary schools of humbler stock: one person's order is another person's alienation.

The trouble is, in their search for a symbolic moment that "says it all", documentary photographers can and do exploit schools. As a group they are notoriously uncritical of their relationship to the situation they represent. The photographer tends to take much and return little. It is a private foray into a public world. The rights of the individual have been subsumed into the orthodoxy which takes its freedom from the artistic tradition and its powers of persuasion from propaganda.

Once a teacher allows a photographer into her classroom she is expected to abdicate her rights of interpretation and intervention. When the finished photograph, a cropped monochrome moment isolated from a limitless technical colour encounter, appears in the TES or on the cover of a sociological text, she and her pupils have been "used". But she is unlikely to see it

that way. Teachers, like everyone else, have internalized the dominant belief that the photographer sees it all, and that the photograph cannot lie.

As a teacher who takes photographs have become more critical. My own photographs of my own school suffered from over involvement, whereas when photographers came in from the outside their distance invalidated their pictures. I resented their assumptions, and became frustrated when they resisted or even my request to participate (with the children) in the process of representing the experience.

Several months later their photographs would appear, either in isolation with some misleading caption or—and this was worse—to illustrate their own limited thesis about the complex interaction that I knew to be education. I was fed up with seeing photographs which were used to substantiate a one-dimensional analysis of teachers oppress spontaneity, or "formality is best".

Lucky enough to have some time on my hands, I decided to devise an approach to documentary photography in schools which met and resolved some of the dilemmas.

At a local school in which I had taught some years before I made contact with two girls and a boy in the fifth year. All three were planning to leave school at the end of the year (and then join the national "workforce", hence the title). I wanted to record their experience of their last year of compulsory schooling.

To meet my own criticisms I made several decisions at the start:

(1) This was to be a long-term project. No nipping in and then nipping out when it suited me. To sustain this, I had to make sure that I should continue to be welcomed.

(2) I would discuss the project not merely before, but during and after, with those who became involved, but especially with the teachers and pupils whose lives were being recorded. Everyone had to know I was there.

(3) The three subjects were to play an active part in the process. They must participate at every stage: deciding what was best to photograph, selecting the contact prints, discussing how the pictures were to be used.

(4) The pictures were going to be returned to the school to be displayed for everyone's consideration. Those who wanted copies should, wherever possible, have them.

(5) I wanted the process of documentary photography to serve as an example of how the mass media could work to reconstruct our view of the world. The exhibition would deliberately raise questions about how meaning was filtered through the pictures.

(6) I was determined to relinquish some of the power traditionally held by the one with the camera, and to make sure that the three participants would become increasingly important in the pictures would be well represented in the exhibition.

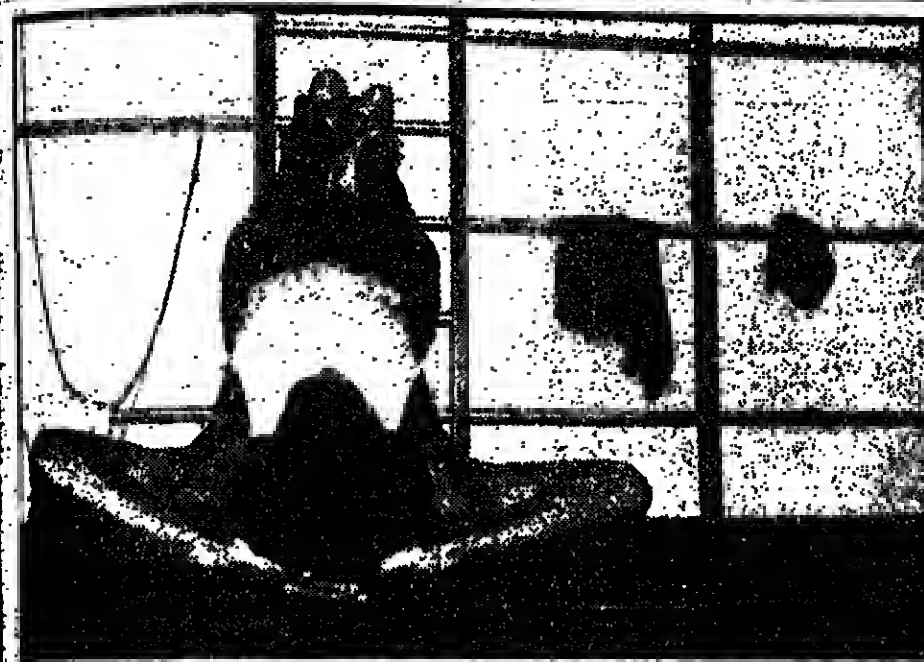
The project has run for six months and has recently been exhibited at the London Arts Association. The long way to go. The photographs, text which appear on this page and a travelling exhibition of the final stages of the project.

For left: Is this? Aggressive technical teacher takes it out on a successful black pupil? Or a hearted moment in the annual "drawing lesson"? Both interpretations hold up, unless you bother to consult the boy concerned, who is quite sure. Of course he's not happy. He's not the sort of teacher, anyway. Left: Selecting images from contact prints takes time, but it's an essential part of the process and can be shared.

Participation

As soon as a batch of photographs was taken and developed, we discussed them and worked out. We'd agree about which pictures gave an impression of a given occasion. In selecting a series to illustrate a day in the life, we were guided by different criteria. The pictures on the left show how we differed in our view of the first three pictures chosen.

features



This portrait of Trevor was taken by Dilek. To take it she had to force her way into an all-male training session. The unusual and sophisticated composition was deliberate, and reflected the discussions we had about the pictures that had been taken of her.



Trevor's version: "We're just going to have a little fight in this one. Not a real one, Devon is just pretendin' to hold her, I'm actin' innocent as usual."

A day in the life

Selma and Dilek's version

Left: I was late for registration. Guilty face. No, I'm not always late.

Centre: That one's nice. It was where I was talking to those two. All interested. Look at my face.

Right: We never seem to be silent in registration. This one gets the atmosphere.



Andrew's version

Left: They do not have assembly every day, but this seems to symbolize the traditional relationships in school.

Centre: This one shows the relaxed atmosphere on the form room. I particularly liked the smile on the teacher's face.

Right: There is an obvious contrast between the way the girls behave and the way Trevor is going about the lesson.



It is too easy to forget the effect of the photographer on any given situation. Would this scene have occurred had the photographer not been there?

Teacher's version: "By the look of Veronica's face, Trevor has said something because that's her face, you know the eyes go down and she looks at the floor and she's saying 'Don't say that about me'. I could have got a bit serious because Trevor can really rile her and she can lose her temper. Veronica seems to be taking very little notice of Devon behind her. I wonder why?"

There are 25 panels in the exhibition, which has been exhibited in the school and at Centerprise, the local community centre. With a third stage of another 10 panels, WORKFORCE was exhibited at the COCKPIT GALLERY, HOLBORN, during June.

From September the travelling exhibition will be available for display in schools, colleges and youth centres.

For further information about prices and booking contact Alan Tomkins at The Cockpit Gallery, Holborn, Drama and Tape Centre, Princes Street, London, WC1 telephone 01-405 5334.

Andrew Bethell was Head of English at Brooksbury and Kibbutz High School. He is an editor of Teaching London Kids magazine.



arts

Black umbrella

Victoria Neumark

Play Umbrella: One Fine Day, Scrape off the Black, The Mother Country, A Dying Business and Black Man's Burden.

Riverside Studios until August 10. One would be hard pushed to draw any conclusions about black theatre in Britain today from the five plays currently on at the Riverside under the title of *Play Umbrella*. Two of them have been written by white men (*One Fine Day* by Nicholas Wright and *Black Man's Burden* by Michael O'Neill and Jeremy Seabrook). None has been written or directed by a woman, though the same designer, Alison Chitty, has worked on all the plays. The subjects range from the disturbance consequent on the arrival of a media resource officer in an East African teachers' training college (*One Fine Day*) to a broadly farcical treatment of a Trinidadian funeral (*A Dying Business*). And none of the three plays which I saw was a patch on the Act 1 scene of *Production of Hard Time Pressure* at The Garage—not for the verve of the acting nor for the commitment of the production.

Commitment was certainly absent from *A Dying Business* (Mustapha Matura's latest comedy was nothing more than the old tricked tricked joke, spun out over two acts which both had unconsciously long openings. Apart from the value of having faces to identify with up on the stage, *A Dying Business* would seem to have as little to offer an audience of the Trinidadians whom it purports to describe as it did to a white Londoner. Its lugubrious pace almost drowned the vitality of Rudolph Walker and Lucia Lijbertwood, the only two actors who could find a trace of energy in their stale material. Ms Lijbertwood's marvellous grotesqueries at times save the day, but the uneasy balance between the comedy of manners at a funeral and comedy of greed in the relationships amongst the bereaved was too heavy a load for the slowness of the playing.

A marvellous performance did transform Hanif Kureishi's *The Mother Country* from an amorphous old kit bag of a play into which had been stuffed all sorts of jokes

about fashionable London lipsticks, landlords, the prices in Pakistani shops and left wing politics, into a comfortable vehicle for the greatness of Saeed Jaffrey's acting. As the immigrant Pakistani father who sees the power of wealth as the only security for his son in an alien society, he is magnificent. His deep, possessive affection, his shrewd assessment of realities ("They kick me? I put another penny on canned tomatoes") and his occasional passionate leaps into the metaphysical—when his son is critically ill, for example—are all so truly observed that they seem no longer to be lines in a script.

The Mother Country is a long play, and its structure is unwieldy, swinging from the father-son confrontation on demonstrations versus homework to a triangular father-son-happy flatmate conflict. Mr Kureishi has a lot to say, and says it well and at times memorably, but the too great a length. Reasoning to the drama (shades of Southall) are very convincing: "The English have stopped pretending," protests the father, but he turns on Joe the socialist lodger with a cry "I wanted him not to see it. . . . You break your head for nothing on a day like this, and he thinks he's a Brando." When Joe becomes a Buddhist and explains to the father that he has "seen things all over this world and people have been good to me," the riposte this time is "So? You've been on holiday."

Nicholas Wright must have gone on holiday to Tanzania, which is the thinly disguised locale of *One Fine Day*. Again a dragging pace and some stereotyped acting mar the play. Not that the script is entirely free from stereotyped images. Both the corrupt principal and the sensitive but weak vice-principal of the teachers' training college are stock characters, ruined by Western culture characters and the visiting MRO from the North London Poly is as standard a figure from the ideology of neo-colonialism as you could find. Again, one very fine performance, from the beautiful and spontaneous Valerie Buchanon as a pert story-telling student, highlights the deficiencies in the rest of the production.

Hitting them hard

Percussionists are not very well served when it comes to opportunities for identifying talent or furthering careers, so it can only be a good thing that the Shell-London Symphony Orchestra partnership, in its fourth year of awarding competitive music scholarships, turned its attention to percussion and timpani players. It is a good thing, too, that a contract orchestra is prepared, in some small way, to address itself to the problem of training aspiring orchestral musicians.

Percussion players have particularly acute problems as students. The opportunities for real orchestral experience (other than for routine, bass drum and cymbal parts) are minimal: practice on the large instruments, such as timpani or xylophone, has to take place on borrowed (or college) premises, at times convenient to the authorities.

With these thoughts in mind, Kurt Huis Goedeke, principal timpanist with the LSO, persuaded the administrators of the Shell-LSO Scholarship for young percussionists to change the format considerably this year. Instead of a series of elimination rounds, followed by regional and then national finals, the whole event took place over a week in the Henry Wood Recital Hall, London. Not content, moreover, with the idea of a "sudden death" competition, he proposed that most of the week should be spent in workshop conditions, the last two days becoming semi-finals and finals respectively, for the participants had been a week of mixed feelings. Few would deny the enormous amount of practical help and advice they have received, both officially and unofficially, for it was not unknown for tutors/jurors to take individuals aside for some private tuition. Nor would they deny the stimulus of having close contact with a large number of colleagues. However, the

conflicting demands of competition and workshop obviously created some difficulties which need not otherwise have arisen. Of the 32 applicants invited to London, for instance, 16 were "weeded out" after initial auditions.

For them the educational value of a weak purely observing was hardly likely to be great, though it could be as much a negative as a positive. The audition requirements proved a problem for candidates based away from the metropolises. Organizers seem to have underestimated the difficulty of obtaining even pocket scores of works such as Stravinsky's *Jeu de Cartes* or Strauss's *Burlesque*; moreover, few candidates can have had access to four pedal timpani to practice the *Intermezzo Interrotto* from Borok's *Concerto for Orchestra* let alone the timpani part of Poulenc's *Concerto*, the set work specially commissioned for the competition. In the event, performances by the finalists of this musically demanding and thoroughly enjoyable work for timpani, percussion and strings were inspired, and a sense of recognition from the run-throughs two days earlier.

Such problems, and the question of give and take over points of interpretation, where tutors tended to have the final say, might not have been important had not the proceedings become progressively complicated. While no one doubts Henry Gold medal winner Nigel Thomas's £3,000 scholarship to be used for further study, it is a pity that, in the eyes of public and press, he thereby becomes £3,000 better off and more valuable than his colleagues. The fact that he already studies in London adds underlines the problems for students in other parts of the country.

Andrew Pegg

Lingo

As a young man, unable to speak a word that wasn't English, I used to get around Europe on my own and hold conversations with the natives—French, Italian, Greek, Portuguese, Spanish—with never a hitch until, as happened from time to time, by bad luck I'd run into some ex-bartender from Chicago or merchant-seaman with a smattering of Anglo-Saxon. Then, as a rule, I'd be sunk. For one thing it's not easy to lipread English as she is spoke with a broken or exotic accent. My Continental *lingua-franca* lay in my hands rather than my tongue.

An apprenticeship of five years at a deaf school in Northampton, where the vocabularies of my fellow-pupils ranged from two or three words to a near-normal command of English, had versed me in the art of gesticulatory expression. Not sign-language: my school was strictly oral, as much as that I never even learnt the deaf-and-dumb alphabet, let alone the widely used American Sign Language, or A.S.L., which derives from that invented by the good Abbé de l'Epée in the eighteenth century. Under the eye of our teachers we spoke with words; but among ourselves our means of communication was more or less determined by the lowest common factor. That is to say, we used a system of com-

munication evolved by ourselves. Those with the fewest words established our "language", a combination of gesture, grimace, plus a few vocables—mostly nouns—and highly stylized dumb-shows which were sometimes shortened into iconographic signs that could represent whole phrases as well as individual words.

It was an art rather than a language, in so far as so many of our words, or signs, were neither current nor intelligible outside our school. E.g. the gesture that stood for "I wasn't me" or "I didn't do it": the tips of the fingers massaging one's left breast. It was a sign invented—like so many in our "vocabulary"—by the boy with the least command of spoken language. He used to make that gesture while trying to enunciate what was almost his only word—"Good": which, if accused of misdeeds, would be his way of pleading not guilty. Likewise, we would give each other—and, of course, the staff—gestural nicknames based on some sartorial or other peculiarity.

dumb shows

Years after I left school, sitting at a café table in a small and smelly flaring part in the south of Portugal, I had my eye arrested by a group of youths animatedly conversing with electric gesticulations. After watching them for a while I realized that they were deaf and using the same sort of cephophore mime as we did at my deaf school. I could not follow what they were talking about, which did not surprise me; they were using their own dumb-crambo argot that, like ours, was incomprehensible outside their own group. Had I joined them they would have dropped their private sign-lings (as happened on another occasion when I introduced

myself to a deaf club that was having its annual dinner at a barn in a side-street off the Piazza Navona in Rome) and used the near-universal thesaurus of gesture, the kind of communication that by-passes language.

Near-universal, but not universal. I say: for there are signs and gestures that have different meanings in different countries. A nod of the head means "no" not "yes" in Greece and the Middle East, while an arm beckoning towards the speaker does not mean "come here" but "go away". Idiosyncratic national signs exist, like the Portuguese pull at the ear-lobe, which indicates what a Frenchman means by making a circle of his thumb and forefinger.

The etymology, as to speak, of expressive gesture deserves investigation. Chimpanzees have been taught to relate arbitrary signs to objects, even emotions; and one of them, for sufficient reason known as Nim Chimsky, has acquired a remarkable vocabulary. It is, in fact, fluency in American Sign Language. He is the subject of a recent book (Nim, by Herbert A. Terrace, Eyre Methuen, 16.50). However, Dr Terrace doubts whether Nim ever constructed a true sentence, which is the linguistic use of language. But a point not worth dwelling on in the book fascinate me: it appears that Nim on occasions invented his own signs where they did not exist in ASL, and that they were adopted by his teachers as basic parts of their vocabulary. As we did at my deaf school, he even provided sign-nicknames for his human friends. It is those who out words who invent them.

David Wright

David Wright is the author of an autobiography, *Deafness* (Allen Lane) which is out of print in Britain but is still available in the USA. He is also the subject of a special supplement in *PN Review* No. 14.

Homage to Picasso

Betty Tadman

The most comprehensive record yet of Picasso's 75-year career has been published by Thames and Hudson (£25.00 and £9.95) to coincide with Pablo Picasso, a retrospective, this year's magnificent exhibition at New York's Museum of Modern Art. The book's magnificence is visual: two hundred of the plates are in colour and the main events of the painter's life are chronologically recorded with text and documentary photographs. As it is unlikely that such a complete showing of Picasso's work will ever be possible again, this book is a unique record, and it is, by present-day standards, a real bargain. Much of his private collection is represented here.

In 1960 the Arts Council of Great Britain mounted a Picasso Exhibition which, though it did not include sculpture, gave a comparable view of the development, power, and range of this prolific genius. The final room contained an unforgettable sequence of nine beautiful balcony paintings from the series "The Pigeons" for me the only regrettable omission in the current collection: those were painted in the same spirit as David Hockney's representational work, and for the same reason, namely, as a response to the visual world which rejuvenates and fertilizes the major works.

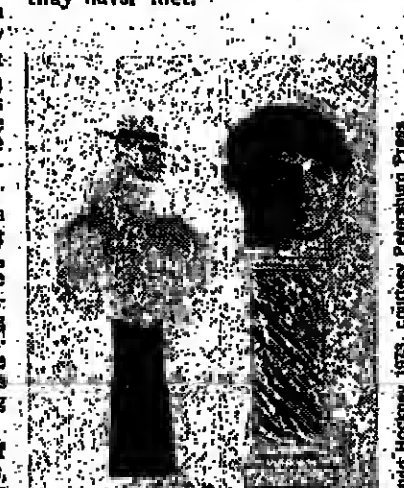
Hockney's exhibition *Travelers* with Pom, Pencil and Ink I first toured America two years ago, and can be seen at the Tate until August 2. The catalogue, published by Peterborough Press at £12.00, is really a companion guide, as it gives a more complete view of his art than any grand tour sketches by including some not in the exhibition.

Here we see his drawings of anything which intrigues, pleases, or amuses him. No object too humble for his notice: people, townscapes, flowers, (not-intended) all receive the grace of his altered eye, and represent the power of

his graphic skills on an intimate scale. Content is paramount, so that his work becomes so revealing rather than, as in abstraction, becoming a wall behind which the artist is safely hidden.

Hockney has always been dominated by the pleasure principle. He escaped from his drab home town to the capital city, and after visiting America, he became disgusted with the tedious puritanism of much in the British way of life. For example, as a protest against our absurd licensing laws he advocated stunts in pubs, but in the end it proved easier to go where such laws and their like did not exist, and where his sensuous responses to light, colour and water could be realized above all in his swimming pool paintings.

One of the "Splash" pictures which Hockney had originally sold for \$700 was sold at Sotheby's in 1974 for £25,000. He commented: "I'm shocked. You can buy a Picasso for that." He has always paid homage to Picasso, though they never met.



The Student: Homage to Picasso.

Children's Books of the Year

"Have you seen the books?" said Princess Alexandra. "I've got one of them at home," replied Stephen Hamilton, younger son of Queen Elizabeth's children's editor, Stephen Nott. The occasion was the opening of the first Children's Book of the Year exhibition, held at the National Book League's premises in Woodworth on 23. The Princess had been happy to come, seeing the work of the League as valued in the struggle to bring children interested in books to the books. The influence of television and the book for their part, hardened publishers and journalists alike were charged. "But isn't the pretty?" said the head of running the exhibition through the crushed mass of people keeping a polite distance. Only a young man, wearing a cap, was pressed. "She's not a Princess, she's a three-year-old," said the man. "No, proven."

The Tenth Children's Book of the Year Exhibition is at the National Book League, 45 Abchurch Lane, London EC4A 3DF until August 24. The exhibition will be the first of its kind, and the League will also be on show with its range of materials to be used by teachers. The range of materials to be used by teachers will be the first of its kind, and the League will also be on show with its range of materials to be used by teachers.

Mike Gray was referred to by Frances Hillis, who read out 12, rather than 10, short stories reviewed in *Short Story* magazine. The review, which was a professional, all-round, and unspectacularly well-informed.

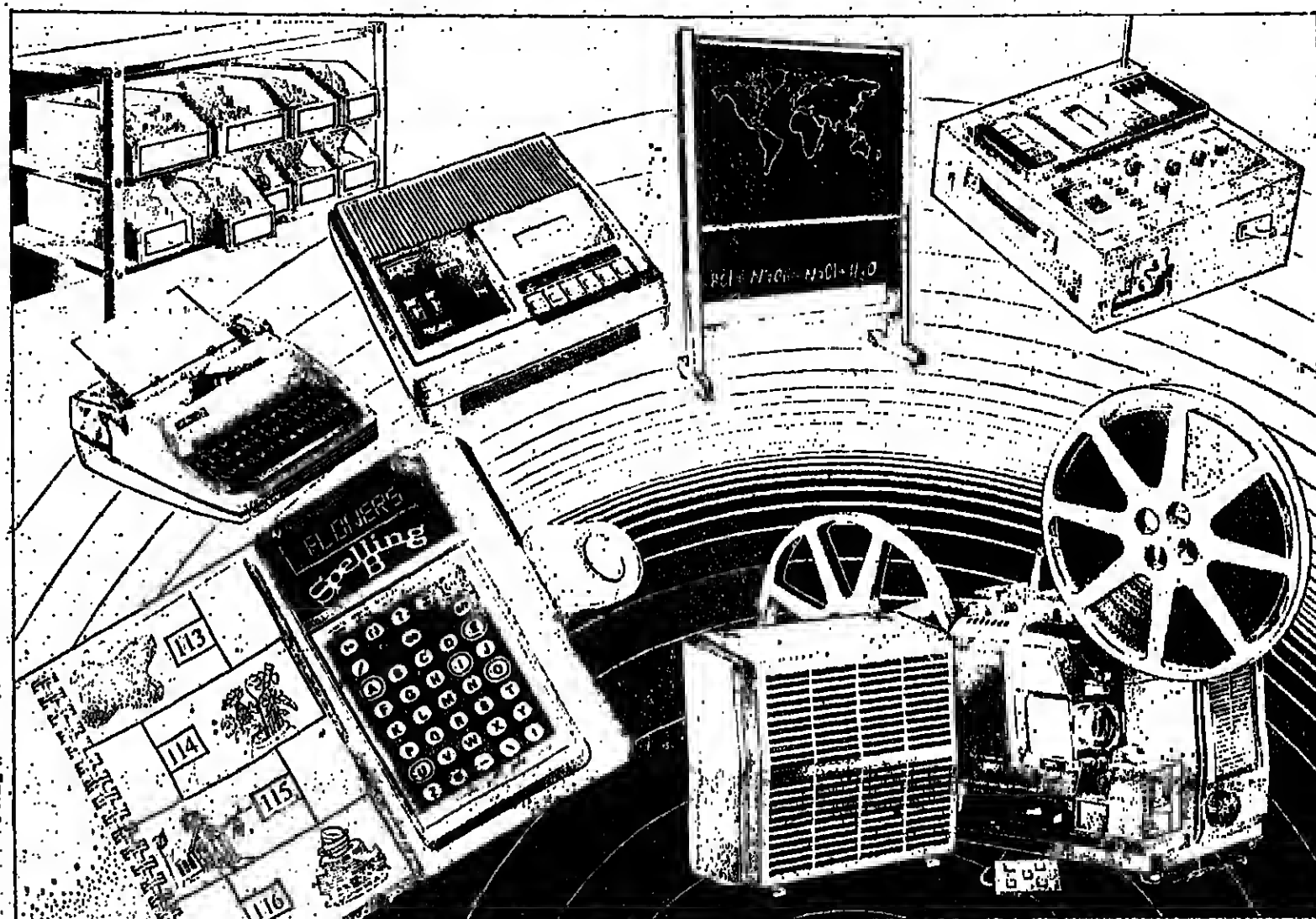
Music games
A Directory of Music Games is a compiled to provide information for music teachers. Authors are invited to send information (including description of game, details of source of material, and age range) to Mrs Dorothy Taylor, Department, Institute, Bedford University of London, Bedford College, London WC1R 0AL. Full details of information received.

Mike Gray
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Ed Tech 80

The Education
Communication
Technology
Exhibition
19-21 August 1980
Holland Park
School,
London W8
Open: 10am-5pm

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From left: E. J. Arnold's Spelling B; the OEM transparency typewriter; Lucas stockboxes; Bell and Howell recorder; Unique writing board; Coomber recorder; Bell and Howell 1568 projector.

to identify these appropriately and set safely. For children at the top end of the primary age range and in middle schools there is a strip on the police force and another explaining the physics of colour. E. J. Arnold of Boreham Wood will be showing the new ReVex 884 language laboratory which, they say, is able to cope with as many as 75 students at a time. This equipment is microprocessor-based and designed to give the best response to the user's input. It can accept 10 external or internal signal sources. Benn Publications (Tonbridge) stand will draw attention to the Benn Dictionary and the group's 100 years' service to business and industry. The stand will also feature the *Star Trek* Journal: *Education*.

The calculators will be the main attraction, with the latest from two levels and the latest from two levels and the latest from two levels. The range of materials to be used by teachers will be the first of its kind, and the League will also be on show with its range of materials to be used by teachers.

Among the products on display at the Central Film Library stand will be a range of the educational television programmes of the Central Film Library. The stand will also feature the *Star Trek* Journal: *Education*.

be shown on a video monitor at the stand. A free catalogue of the films schools may borrow without charge will also be available, as well as the latest edition of the complete catalogue of the Central Film Library's stock: the price is £1.50.

Coomber Electronic Equipment of Worcester will be exhibiting a new cassette player, the Model 282, and a new tape-slide cassette recorder, Model 343AV, along with the complete range of equipment produced by the company: cassette tape recorders of 5 or 15 RMS, several radio cassette tape recorders, an amplified loudspeaker. The full range of Vista projection screens made by DRH (Screens) of Waltham Abbey is to be shown by the firm, including the heavy-duty Picturemaster with its spring barrel and tripod stand, and the overhead version of the same model, both come in sizes ranging from 4 ft 2 in square to 7 ft square. The firm will also be showing the Classic screen, with the venting

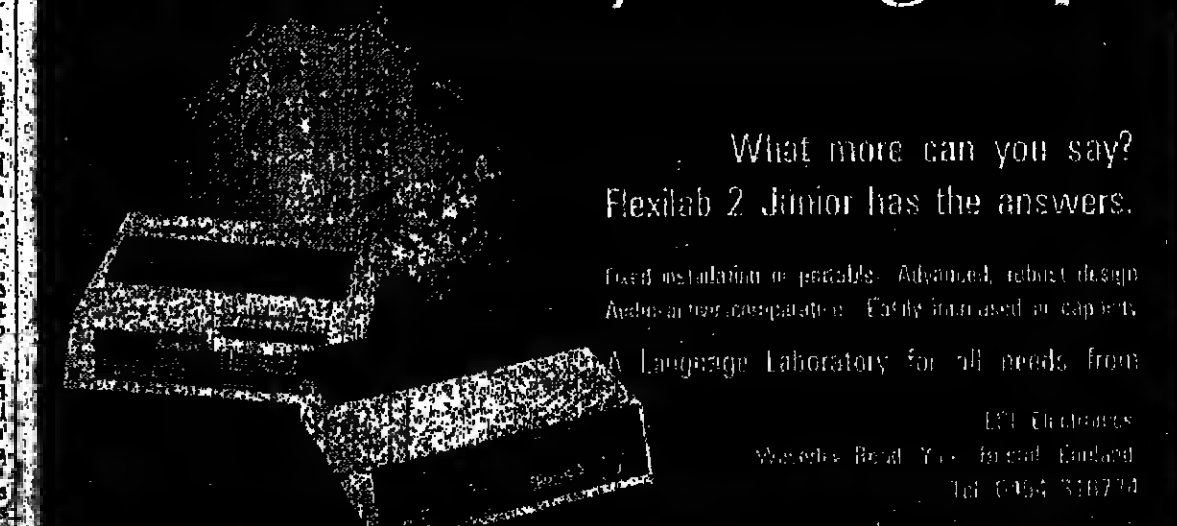
device to ensure a drum-taut surface, the Classroom and the Jiffy for wall suspension. Doreyale of London will have on its stand a range of cooking equipment suitable for kitchens, supplying schools and other educational establishments. Visitors will be able to see the Baker's Pride pizza oven, the Banquet coffee brewer, the Tomlinson Frontier soup kettle and the San-Serve ice cream machine. Exhibiting for the first time at Ed Tech 80, Edtech Audio Visual of Gersards Cross will be showing the continued over-

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








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SEE PRESTEL PAGE 443

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The Education & Communication Technology Exhibit

EdTech 80

Thursday 21st August 1980.

Map of the Exhibition:

The map shows the layout of the exhibition with various stands numbered. Key areas include:

- CAR PARK** at the top.
- REFRESHMENTS TO TABLES** on the left.
- GREAT HALL** in the center.
- STAGE** at the bottom center.
- WORKSHOP A** at the bottom.
- ENTRANCE HALL** on the right.
- PHONE BOX** near the entrance hall.
- TO AIRLIE GARDENS** at the top right.
- TO PARK SCHOOL** at the bottom right.

Stand Numbers:

- 23/24, 21, 20A, 11, 22, 25, 34, 33, 32, 31, 30, 28, 41, 42, 36, 37, 74, 73, 70, 72, 71, 68, 66, 65, 64, 57, 56, 69, 67, 62, 58, 55, 61, 60, 59, 77, 75, 79, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79.

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- 69 Ademco Ltd
- 74/75 E J Arnold & Son Ltd
- 10 Audio Learning Ltd
- 61 Audio Visual Productions Ltd
- 59 Hugh Baddeley Productions Ltd
- 32 Bell & Howell Ltd
- 12 Benn Publications Ltd
- 49 F.W.O. Bauch Ltd
- 18 C.Z. Scientific Instruments Ltd
- 8 Central Film Library (CFL)
- 76 Church & School Equipment News
- 7 Coomber Electronic Equipment Ltd
- 42 D.R.H. Screens Ltd
- 27 Doryvale Ltd
- 1 EFVA
- 44 Edric Audio Visual Ltd
- 48 Educational Productions Ltd
- 45 Electroni-Kit Ltd
- 29 Elite Optics Ltd
- 41 Eothien Films Ltd
- 23/24 Free Materials Ltd
- 88 Feedback Instrum Ltd
- 73 Filmstrip Products Ltd
- 47 G.P. Systems Co Ltd
- 33 Francis Gregory Ltd
- 2 ICETT
- 16/17 ITL Vufols Ltd
- 50 The Industrial Society
- 72 Kendata Peripherals Ltd
- 31 Lawtons Ltd
- 36 Lee Enterprises Ltd
- 30 Ludlow Industries Ltd
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- 11 Management Graphics Ltd
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- 77 Neilson-Hordell Ltd
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- 1 Pollock Audio Visual Ltd
- 34 Pelco Electronics Ltd
- 20 Personage Electronics Ltd
- 15 Pegasus Films Ltd
- 19 Edward Petterson Associates Ltd
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- 52 Promands Ltd
- 51 Pye TVT Ltd
- 26 R.J. Educational Supplies Co Ltd
- 70 The Schools Council
- 71 S.D. Systems Ltd
- 9 Specialist Audio Visual Ltd
- 68 See and Learn Ad
- 66/67 Staedler UK Ltd
- 78/79 Swan Studio Ltd
- 39 Sussex Publications Ltd
- 62/65 Tandberg UK Ltd
- 8 The Times Educational Supplement
- 56 Training
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Continued from page 21

percent to 95 per cent. The student participants found the medium acceptable and many were even more enthusiastic finding it easy to use, enjoyable and expressing the wish to use the method again. The use of colour in text and diagrams was a contributory factor in these favourable reactions. Prestel was seen as being more interactive and personal.

It was found to be mainly in line with printed media from the point of view of both publisher and user. PIRA is continuing its work in this field by extending the evolution to more complicated subject matter.

As it is, Prestel incorporates a classic "tree structured" routing system as an ideal medium for programmed learning and it is capable of being accessed anywhere—in the classroom, factory or at home—and on a basic Prestel set.

It is in the field of Computer Aided Learning (CAL) that Prestel's role as education tool comes into the foreground. It has been outlined that nearly one-third of British schools and colleges have use of a microcomputer. The programs known as software, which run these computers are largely being written locally in isolation by teachers for their own inclinations. Knowledge of programs and data already compiled from other sources is largely unknown so that development of many of the popular applications and software is being duplicated many times.

Prestel provides the solution to this problem. Many of the microcomputers supplied to schools and colleges are already Prestel compatible and are capable of being linked up to the telephone system and hence can be developed into being registered Prestel sets. The user can then call up Prestel and access a library of available software and data.

Descriptions of what is available in terms of subject matter, treatment, cost, and whether the package exists in a version to suit the user's computer would be present on information pages which will be accessed in the normal way. If the user decides to take the package then the frames containing the computer code will be sent down the telephone line to the user for local storage.

Prestel can thus be disconnected and the user required to use the package as and when required. The average CAL program is contained in 10 Prestel frames. Advantages of using Prestel in this way are that accounting is performed automatically—the user is not required to input data to the information provider and debited to the Prestel bill. Response frames can also be used to obtain documentation.

Considerable advances have been achieved in this field by organizations such as the Metfield based Advisory Unit for Computer Based Education which point to Prestel being the first mass example of CAL whose implications for education in the age of the micro-chip are both far-reaching and challenging.

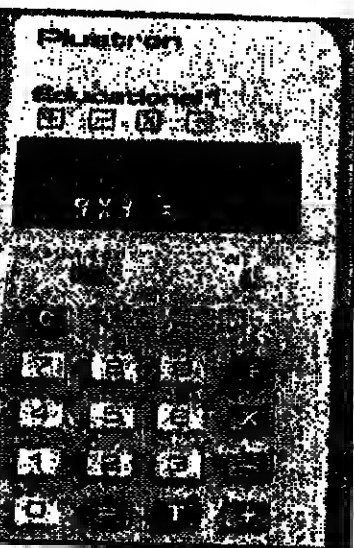
Intelligent machines

Barry Blakeley surveys electronic learning aids

Hand-held calculators have been with us for some years and affected mathematics and science teaching and examinations. But another area of microelectronics has been developed recently which, judging by its latest offerings, gives us an even more significant glimpse into education's technology-based future. I refer to "electronic learning aids" to use Texas Instruments' phrase.

Among the first of the aids was the Digator Skillmaster sold by E. J. Arnold. The Digator is still with us, its price now down from about £150 in 1975 to about £120. It has an unmistakable space image, looking like a spherical space module standing on three chromium-plated legs.

The aim of the device, and indeed most of these learning aids, is to make the practice of basic skills more attractive. The Digator has four kinds of activity, during each of which the pupil is required to enter, using a simple numeric keypad, the answer to an arithmetic operation such as $8 \times 3 =$ or $24 \div 6 =$. A correct response is greeted with a small green smiling face on the operating panel and an incorrect response brings forth a red, frowning face.



Plustron Educational 1

The lowest level activity presents the pupil with sequential multiplication facts (1×5 , 2×5 , 3×5 , ...) for any of the nine tables, selected by entering the required digit. The next level presents random number facts (choose $+$, $-$, \times , \div or MAX), one question appearing each time the pupil presses the G key. For the further levels the teacher can select a time allowance (0 to 5 seconds) for each question and then automatic presentation of each question at the time limit is reached. At the end of each set of ten questions the Digator tells the pupil his or her total score and the total time taken.

The pattern of the "contents" is fully common to most of these devices, with the later machines adding extra diversions. I think it must be said that the Digator is showing its age a little, both in terms of value for money and in such touches as the G key being so marked rather than GO.

Arnold's other venture into this market, the Plustron, has rather more going for it at £16. It is standard calculator size (rather than credit card size) and in fact acts as a simple calculator with a maximum of two digits in each number (and up to five in the result). It has the added feature of building up the display of the question as it is keyed in, so the pupil eventually sees something like " $24 \div 43 = 1204$ " in the display, having keyed in "28 43".

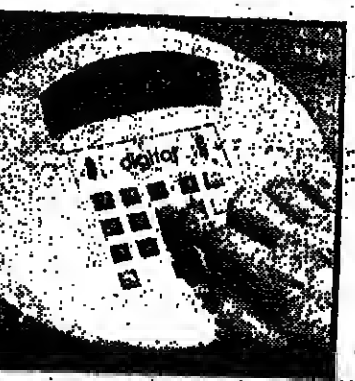
In further uses the pupil can select tests of ten arithmetic questions using single digit numbers, the possibility of two digit numbers and, finally, multiplication tables in order (8 by 0, 8 by 1, ...). Wrong answers are not displayed but EE is shown and the pupil given a second attempt. A second wrong answer again gives EE followed by the correct result. The score is presented in a flashing display, number attempted, number correct, first time, number correct second time, in the format 10 : 8 : 2. Pressing the T key displays the number of ten-question sequences attempted and the number of first time correct answers.

Texas Instruments' Little Professor, like the Plustron, is calculator size and is designed for market appeal as it is decorated with a cartoon face in which are set the keys. It now sells at about £12 in a box with cards and A4 size boards for various games.

Texas is obviously conscious of the parent market, with their suggestions for parent/child activity in the instruction cards. Basically, the Little Professor will present ten arithmetic questions in any one of four levels using any one of the four operations (Level 1, $2+0=$, $8-3=$). The non-numeric keys are labelled ON, OFF, SELECT, LEVEL, GO, $+$, $-$, \times , \div . The accompanying cards present seven activities or games based on the above. They are intended to be the first five cards, for younger pupils. Interestingly, one card involves the matching of conventional numerals with calculator display numerals.

The games included are often for two or more players and aim to familiarize pupils with numbers and calculations. Pupils play snakes and ladders type games, coin up, dot to dot, make pictures, code messages, colour numerical shapes and such like. The cards are glossy presented in bright colours and some are reusable.

Texas followed up the Little Professor with Dastman. This calculator decked out in a robot style case has an instruction book in the form of Dastman's adventures and the whole thing comes complete with 50 iron-on decal (T-shirt or satchel) at about £18. The idea of arithmetic drill and practice has been extended to include a viable timing device in the display and correct answers and top scores are rewarded by moving, flashing displays.



The Digator Skillmaster

In its role as an "answer checker" Dastman requires that the pupil enter, say, $7 \times 5 =$, followed by the answer. A correct result produces a flashing display, a wrong result produces a flashing display and a different flashing display plus an opportunity to try again. It is interesting to note that 3-4 cannot be entered as the machine refuses to display the 4; also, $9-5=1$ is accepted and followed immediately by "after which the reminder is given".

The Electro Flash key prevents number facts in order once the pupil has selected +, \times , or \div . Missing number present, problems of the form $3+1=$, $1+1=$, $4-28$, etc., two levels of difficulty being available, and the choice of operation left to the user. After ten questions, the score and time are

displayed. Force Out is a game for two or more people who, in ten seconds, subtract a number (from 0 to 9) from the display, with the lower being the person who obtains zero as the answer. Wipeout involves pupils entering the answer to a random question before the Dastman to a neighbour, the last being the person holding the machine when time runs out and the display flashes.

The final game requires the pupil to guess a mystery number which is somewhere in the range displayed, for example 91 100. Entering a guess, say 50, produces a reduced range with the guess at one end, say 50 100. When the mystery number is found the number of guesses taken is displayed before the usual congratulatory flash. One interesting feature of this machine is that the teacher, or parent, or neighbouring pupil can place ten questions in Dastman's memory and these are then presented instead of a random selection.

So much for arithmetic machines. We also have machines using letters, for example the Spelling ABC, also from Texas Instruments at £26, also accompanying book contains 264 pictures and the pupil is given a number in the display. He or she is required to spell the name of the object in the picture, followed by the letters in the picture, followed by the word WRONG in the display, with a second attempt allowed before the correct spelling is given, the correct spelling produces the number for the next picture. There are three levels of difficulty with words ranging from "knot" and "gum" (level 1) to "volcano" and "oskirk" (level 3). The score (with an appropriate number of stars) is presented every five words.

It must be said that one or two problems of translation from American English arise. The picture of a "horn" requires the response "horn", jugs, pitchers and cookers are stoves. Skunks are hardly common in this country. There are four further activities. For younger children just the first level of picture can be required. Missions for older pupils are possible, for example F-1, with the player, given five guesses at the letters, this can be extended into a "hangman" type mystery word with nine guesses allowed. Mistakes can be erased and a CLUE key provides a one-letter clue to the expense of two guesses. Scramble takes a five-letter word and rearranges the letters; your opponent then has to work out the anagram.

Perhaps the ultimate in these learning aids arrived with Speak and Spell from Texas. For some £40 you buy not just a flashing display, nor bleeps, but an electronic voice synthesiser. Not surprisingly it is larger than a calculator, being about $25 \times 18 \times 3$ cm. Spell, like the other machines, commands the voice with a distinctly American accent, and as the pupil presses the keys each letter is pronounced.

The synthesised voice comments on the spelling—"That is correct" or "Wrong"—with small variations in the message. Two attempts are allowed before voice and display together give the correct spelling. The score is announced and shown after ten spellings. For the most part the voice is clear and a REPEAT key is provided if the user wants to hear the word again, but even so one or two pronunciations had me guessing a little. There are four levels of difficulty and all the 64 words in each level are listed in the instruction book.

There are, of course, other activities. The pupil can be asked to say the word shown, then the voice pronounces it. Letters can be produced at random. There is a procedure word game and a coding mystery words which can be fitted into the back of the machine with different words are being developed. I understand also that an English voice may be available in some future model.

That completes the present list of learning aids as so described by the manufacturers, but there are other devices which will have an impact on education. Texas Instruments' LETTERlog is described

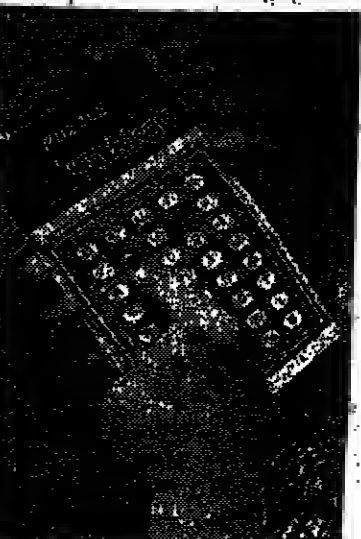


Speak and Spell

as a game, but could certainly be used in a school, with its mystery word (three levels of difficulty), "letter" guesser, "word challenge" (enter your own mystery word and challenge your friends) and "cross letters" which challenges you to repeat sequences of letters of increasing length. It costs about £26.

Lexicon, a language translator, appeared more than 12 months ago, price £160. Spell out an English word using the keyboard and the machine displays the equivalent in French, Spanish, German or Italian. Phrases can be built up and recalled. Texas have produced a language translator which pronounces words and phrases. It costs about £95 with one plug-in module (there are four available—Spanish, French, German, English). By linking phrases, over 1,000 simple expressions can be translated. You can build your own vocabulary and use it as a drill on pronunciation and translation.

What next? one might ask. But the first question should really be "So what?" How far can and how far should such devices be used in schools? Undoubtedly these machines can motivate children for longer or shorter periods of time. They provide practice, of a basic kind, without making demands on the teacher's time, thus releasing the teacher for other, higher level, tasks.



LETTERlog

Each of these machines is useful in some situations with some pupils. Remedial teachers have already made use of some of them, as have teachers of children in hospital. There is, however, a further and more far-reaching implication. These machines, which will have simpler, faster and more accurate methods of receiving information. Teachers must consider the advantages that accurate and the changes in teaching methodology which must follow.

Beobol, Ceefax and Oracle are already being used in schools, both primary and secondary, in experiments to determine the possible uses and effects of large information retrieval and exchange systems. The devices here described put similar technology in the hands of the individual teacher. Perhaps that replacement by a "I am sorry but I cannot hear your translation machine".

Compensations abroad?

Sarah Segre on the problems facing educational equipment exporters

British exporters are facing increasing challenges in the world market when it comes to supplying educational software and hardware. New areas are being developed—China, the oil-rich Arab States and the Far East. Success seems to lie in non-culture bound material and the technical and industrial training areas rather than the primary and secondary levels of education.

But there are problems looming. Like Britain, Canada, the United States and parts of Europe are taking back on education. People are getting more particular about what they buy, wanting to see material in advance rather than relying on catalogue descriptions. There has also been a distinct lack of British success recently with orders acquired under World Bank loans.

As Mr John Savage, director and secretary of the British Educational Equipment Association explained: "Our countries seem to be able to draw one package or quote together, in answer to Government bodies or Government bodies' tenders for the supply of equipment. We seem unable to do this."

Local tender

"A lot of educational equipment in primary and secondary education tends to go out on local tender, and is then taken up by a distributor in a particular country. Only agents get a look in."

Equipment, technical training and simple machine tools: exports are probably worth £150 million to £200 million a year as against £250 million to £300 million in the home market, Mr Savage explained. It would be more if the World Bank has been available.

Britain is also facing strong competition in terms of prices from other English speaking countries, mainly because of the strength of the pound combined with our rate of inflation. Members of the Educational Publishers Council are particularly hard-hit. Exports of school textbooks in hardback and paperback have passed their peak, and the director, Mr John Davis, added: "It is also being affected by the cutback in the British Council programmes which used to export British publications overseas."

"It is a scientific and technical equipment that seems to be doing well. China is seen as a potential long-term market. In the short term Korea, Indonesia, South America, the Middle East and Africa are seen as which members of the Engineering Teaching Equipment Manufacturers Association are looking at."

Their latest figures show a turnover of about £25 million, with exports representing nearly 30 per cent. Philip Harris is one firm which has had considerable success with science equipment, with exports of £3.1 million last year. The Far East has been a particularly good market, especially the Philippines where a large order has just been completed. Nearer home, orders in Nigeria are beginning to look up, after being depressed for nearly three years.

Their catalogue, listing 10,000 lines, goes to all existing markets using equipment as well as new areas and tends to generate a lot of small orders. Larger orders result from repeat orders or agents visiting the area. "We try to saturate the market but in a lot of cases the order just goes out to tender. It is most important that an item is named on the tender," said Mr Donald Marsh, export manager.

Companies like Globe School Equipment, the hardware division of Macmillan, have found exports are not as good as expected. They depend on relatively affluent markets like Europe, Australia and South Africa, and even these have been hit by world-wide recession. Another factor is reduced investment in the hardware. But it is not all gloom, export managers insist. One item is named on the tender, said Mr Donald Marsh, export manager.

In the software field Mr Fergus Davidson summed up the export situation as it has affected the newer firms which have been expanding in the past five years: "With the general economic situation and the cutbacks school sales have gone right down generally and the exports just tend to take their place. Financially we are not better off, just maintaining the same level of turnover."

Although exports represent less than 10 per cent of Fergus Davidson Associates' business, it is a very profitable side. In spite of the recession, they are doing well in Canada. Mr Davidson was over there in April to start selling educational records and cassette and is paying another visit in August. They are also negotiating with a South African and Australian company. "Nobody here has got any money to spend. It is very difficult to get a change in the way in which sales are achieved. Where we used to sell to audio-visual departments, decisions are now being taken by the academic department. We need to know what courses departments are actually doing." Representatives in the field are being trained to show the actual materials rather than relying on selling through the catalogue.

Continued on next page

extra

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Find out more. Send the coupon or visit us at Stand 6 and the ILEA Viewing Theatre, Ed Tech Exhibition, Holland Park Comprehensive School, London W8, 19th—21st August.

The Central Film Library, Brunton Avenue, Acton, London W3 7JL. Tel: 01-743 5555.

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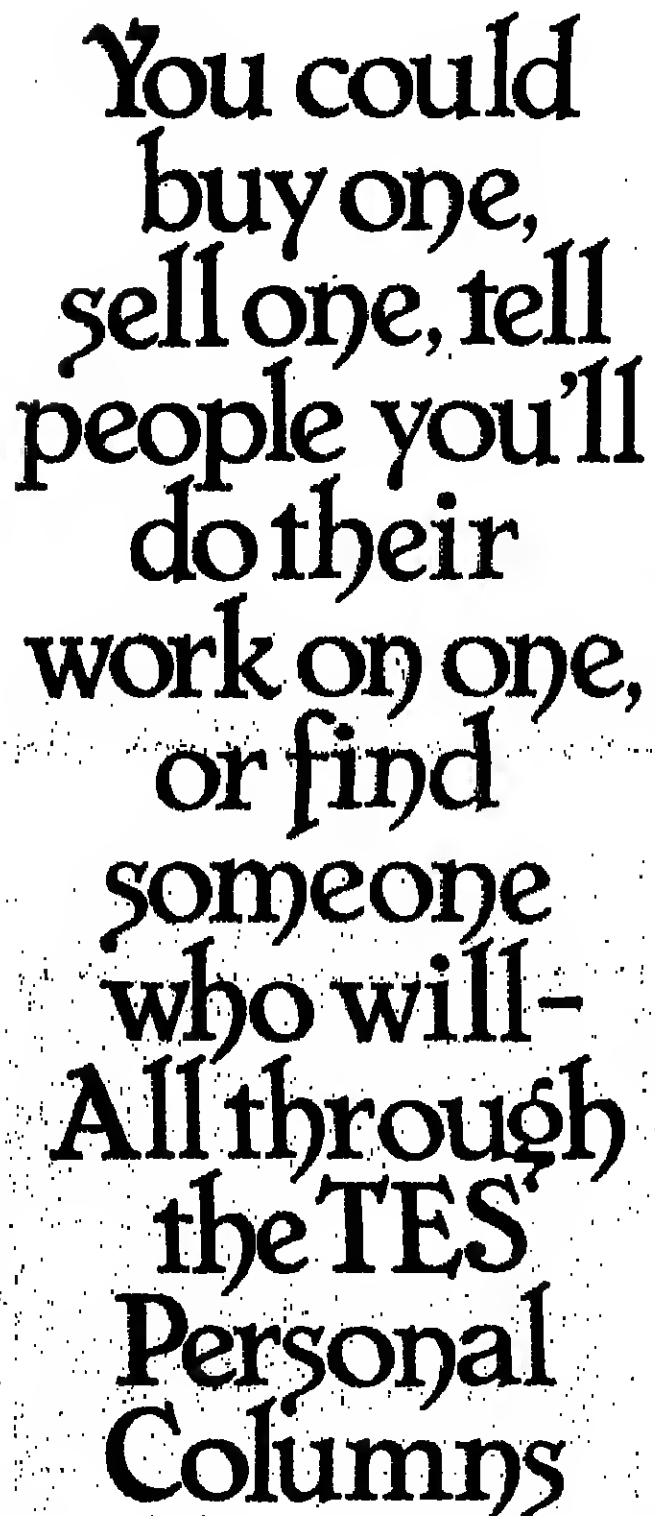
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Education Department

CAREERS OFFICER

(Team Leader, Unemployment Specialist Team)

(£5,258 to £6,381 per annum)

The duties include leading a team of seven and-a-half specialist staff (two Careers Officers and five-and-a-half Careers Assistants) dealing specifically with the problems of unemployed young people in the county. This post is temporary in the sense that it is subject to annual review. It is expected to continue for several years.

Preference will be given to persons qualified for and/or experienced in the Careers Service.

Application forms and further details may be obtained from the Secretary for Education, County Hall, Truro TR1 3BA, on receipt of a stamped addressed envelope. Closing date for applications August 15, 1980.

OVERSEAS

Appointments continued

IBIZA

Experienced T.C.E.L. Teacher required for a permanent position. The successful candidate will be responsible for the teaching of English and Spanish to a wide range of pupils. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Ibiza, Spain.

JAPAN

Language School in Tokyo area is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Japan.

BARBADOS

Language School in Barbados is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Barbados.

THE CHURCH IN WALES

The Church in Wales is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Wales.

ADMINISTRATION

The Church in Wales is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Wales.

LOCAL EDUCATION

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GENERAL

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CHILD CARE

The Church in Wales is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Wales.

MISCELLANEOUS

The Church in Wales is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Wales.

ROYAL COUNTY OF BERKSHIRE

The Royal County of Berkshire is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Berkshire.

CAREERS OFFICER

The Royal County of Berkshire is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Berkshire.

APPOINTMENTS WANTED

The Royal County of Berkshire is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Berkshire.

LANCASHIRE

CAREERS OFFICER

TEMPORARY OFFICER

Experienced T.C.E.L. Teacher required for a permanent position. The successful candidate will be responsible for the teaching of English and Spanish to a wide range of pupils. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Lancashire.

ST HELENS

Language School in St Helens is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, St Helens.

THE CHURCH IN WALES

The Church in Wales is recruiting T.C.E.L. teachers. A two-year contract is available. Salary £5,000 per annum. Apply to Mr. J. M. Smith, Director of Education, Wales.

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ROYAL COUNTY OF BERKSHIRE

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EDUCATIONAL REPRESENTATIVE

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SENIOR CAREERS OFFICER (FE/HE)

WANTED: A qualified woman or man seeking middle management experience in a post concerned primarily with the servicing of this Borough's colleges of technology and further education. Suitable applicants will possess a fair and drive but will not necessarily be of advanced years or in possession of lengthy experience.

Salary: £8,363-27,487 inclusive.
Details and application forms from Principal Careers Officer, Newham Careers Service, 283 High Street, Stratford, London, E15 4RD. Telephone No: 534 1374 Extension 25. Closing date: 18th August, 1980. (Previous applicants need not reapply.) James Palling, Director of Education.

WARWICKSHIRE SOCIAL SERVICES

HOUSEMASTERS

Qualified and preferably qualified Child Care Officers in residential at Norton School, Kineton, a Community Day School for 80 boys aged 14 to 18 years. Which is part of the Child Care Service in Warwickshire. The post is situated in a very pleasant South Warwickshire village near to Warwick, Stratford-upon-Avon and the Midlands. The principal aim of the school is to provide a special interest in caring for adolescents and the staff to work closely with the teaching staff, social workers, families, these posts would offer valuable experience for people who wish to work in residential care in a non-teaching capacity or for serving residential social workers who wish to broaden their experience and the starting salary will reflect relevant qualifications. Settling in allowances of up to £800 are made in approved circumstances.

The Headmaster, Mr. M. Lewis, (telephone Kineton 840218) is pleased to discuss the post with potential applicants and application forms are available from the Director of Social Services, Social Services Department, Shire Hall, Warwick.

Closing date: 11th August, 1980.

ASSISTANT DIRECTOR OF EDUCATION - Schools

£10,773 - £11,475

This is an important third tier post and candidates should have a degree, teaching experience and have coupled a senior administrative position within an Education Department. Duties are mainly in the field of primary, secondary and special education.

Further particulars and application forms from Director of Education, 2 St James's Road, Dudley, on receipt of a stamped addressed envelope. Closing date 15th August 1980.

ROYAL COUNTY OF BERKSHIRE

CAREERS OFFICER (Specialist)

£5,505-£8,818 (Award pending)

Applications are invited from experienced and qualified careers officers for the post of Specialist Careers Officer to work with more able pupils and students to be based at the Slough Careers Office. Car allowance and assistance towards removal expenses may be available.

Full particulars and application forms available from Director of Education (Careers), Education Department, Kennel House, 88-92 Kings Road, Reading, RG1 3BL. Tel: Reading 55991. Closing date August 22, 1980.

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